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ABSTRACT

The successful implementation of bilingual/multicultural education programs depends, at least in part, on the availability of information on legislation, funding, teacher education, and program evaluation. This volume contains current descriptions and listings of resources essential to the functioning of any bilingual education program. Contents include a discussion of bilingual education in Public Law 93-380, a consideration of state bilingual education programs, an outline for a comprehensive education plan, background leading to Lau vs. Nichols, a directory and discussion of the activities of the CACTI (Cultural Awareness Center Trilingual Institute) Advisory/Evaluative Committee, a review of the Emergency School Aid Act funding of bilingual programming, a list of bilingual programs and grants in institutions of higher education and of civil rights activities general assistance centers, selective educational bibliographies of information and resources useful in Mexican American education and Native American education, and a guide to teacher education programs for bilingual-bicultural education in U.S. colleges and universities. (CLK)

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Bilingual Education Resource Guide

Reference & Resource Series

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The materials in this publication were compiled by Carmel Sandoval, Professional Associate, and Susan Gann, Teacher-in-Residence, both of NEA Instruction and Professional Development.

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INTRODUCTION

In 1965 the National Education Association sponsored "The Tucson Survey on the Teaching of Spanish to the Spanish-Speaking." The survey was conducted by leading educators from the Tucson area and resulted in the following recommendations:

> There is a need for a well-articulated program of instruction from the preschool level to the high school level in the student's native language.
>
> The preparation of teachers for bilingual programs must be based on: (a) the personal qualities of the teacher, (b) their knowledge of children and appreciation of the cultural environment of the community from which these students derive, (c) skill in the teaching process, and (d) bilingual fluency.
>
> Teachers must be recruited from the Spanish-speaking population and young Mexican Americans must be encouraged to pursue teaching as a career.
>
> Curriculum models must be characterized by their diversity so that the needs of students will be met rather than continue to fit the children to the curriculum.
>
> English must be taught as a second language, using appropriate techniques and materials.
>
> Laws which directly or indirectly impede the use of the children's native language in the classroom must be repealed.

In 1966, as a result of the survey, a symposium on "The Spanish-Speaking Child in the Schools of the Southwest" was convened at the University of Arizona in Tucson. That symposium dealt with bilingual education in six main areas:

Innovative classroom practices
Community participation in the schools
Preschool education
University involvement
State legislation for bilingual education
Federal support for bilingual education.

The symposium made the following recommendations which have served to form NEA's position on bilingual education:

> Spanish-speaking teachers must be trained in accordance with specific criteria.
>
> The school is an extension of the community and mutual support is imperative.
>
> Universities and colleges must intensify their mobilization of talent.
>
> A concerted effort ranging from the local to the national level of government must be put into motion toward the accomplishment of the complex goals set for the education of the Mexican American child.
>
> A variety of state and federal funding resources must be vigorously pursued.

It was in 1969 that the NEA Representative Assembly adopted a resolution supporting bilingual/multicultural education as an effective means of meeting the educational needs of non-English-speaking children. Similar resolutions were

passed in 1972 and each year since. The current position (Resolution B-2) reads as follows:

> The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.
>
> The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual/multicultural education according to educational need.
>
> The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.
>
> The Association urges that bilingual/multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

The 1973 Representative Assembly also adopted the following new business item:

> Inasmuch as the NEA endorses schools as a concept, not as a place, and continues to support the commitment to provide maximum educational opportunities for all children in their development to their fullest potential regardless of race, creed, color, sex, or national origin, and realizing the need to provide educational services to all students and teachers to meet special needs, NEA shall establish and fully fund a professional Multi-Cultural, Multi-Racial Task Force on Bilingual/Bicultural Education within the structure of NEA.

A Task Force was appointed to provide specific policy and program recommendations to enable the Association to take leadership in influencing the establishment of bilingual/multicultural education programs. Its first action was to define bilingual/multicultural education:

> Bilingual education is a process which uses a pupil's primary language as the principal medium of instruction while teaching the language of the predominant culture in a well-organized program, encompassing a multicultural curriculum.

This definition has served as a guide for all NEA programs in bilingual education.

In its first report—to the 1974 Representative Assembly—the Task Force made 23 specific recommendations for NEA involvement and commitment to the concept of bilingual education. In addition to recommending more federal funding and support, it urged NEA state and local affiliates to seek commitment at those levels. It pointed to the lack of awareness of the need for bilingual programs and asked that the NEA provide more information to Association members and leaders.

In its second year the Task Force developed two sets of criteria: one for establishing and maintaining effective bilingual/multicultural education programs, the other for state legislation in bilingual/multicultural education. The criteria were addressed specifically to students, staff, teacher training, curriculum development, the community, and research. The Task Force also spoke of the "gain factor" in bilingual/multicultural education, concluding that all who are concerned about quality education gain from an effective program.

The NEA continues its commitment to quality equal education for all. This information packet on bilingual/multicultural education is a small effort to maintain that commitment. We hope the materials will serve to make NEA members more aware of the current issues and efforts in bilingual/multicultural education and that they in turn will seek to develop high quality programs.

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Development

BILINGUAL EDUCATION IN PUBLIC LAW 93-380

(A paper prepared by the Office of Education, Region VI, U.S. Department of Health, Education, and Welfare, 1200 Main Tower, Dallas, Texas 75202. Reproduced by permission.)

Foreword

Bilingual Education in Public Law 93-380 was prepared by our office on March 13, 1975, as an analytical document challenging the Department which ultimately has the responsibility for implementing the law.

Since, the Office of Education has responded favorably by accepting that challenge. The U.S. Commissioner of Education has implemented the recommendations that appear on page [19] of the document, and thus a National Coordinating Council on bilingual education is now an official body with a specific and difficult task. In our office in Region VI, I have appointed a full-time Bilingual Coordinator to complement the national efforts but designed specifically to serve the clients in Region VI.

This document, although prepared over a year ago, is by no means outdated. It has ceased to be purely analytical—it is practical reality.

Educators who have the responsibility to teach students and adults of limited English-speaking ability should acquaint themselves well with the programs identified herein and seek to coordinate and link with programmatic efforts underway in their own institutions and communities.

Eligibile institutions are encouraged to conduct comprehensive needs assessments with a broader perspective in mind, and accordingly attempt to fulfill those needs by seeking the numerous resources that Congress has made available.

Edward J. Baca
Regional Commissioner

Introduction

This paper is based upon an analysis of the Education Amendments of 1974. It proposes to show that there is legislative authority for more than twenty different types of bilingual educational activity to be found in the law. It will provide an overview of these divergent activities; raise some of the issues of management, policy, and coordination; and pose some unresolved problems confronting management.

While the paper is intended to be national in scope, it reflects the experiences and concerns of one Regional Office of Education.* Yet it makes no covert case in support of *any* existing organizational unit or pattern. It attempts merely to be factual, logical, and analytical. The paper will achieve its purposes if it is judged provocative and leaves solution to top management.

The law presumes that management at all levels will undertake constructive planning and provide effective coordination of admittedly diverse activity. The basic problem in implementing the bilingual components of the law is one of

*Office of Education, *Region VI*, Department of Health, Education, and Welfare, 1200 Main Tower, Dallas, Texas 75202

management. Even without the law the need for coordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without coordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, *focuses on the need for a nationally coordinated program of bilingual education.*

Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests five potential areas of major stress: (1) The "continuity" issue characterized by stress between new and existing programs and products. (2) The "communication" issue resulting from expanded internal as well as external linkages. (3) The "cooperation" issue arising from new interface areas at the local, state, and national levels. (4) The "coordination" issue involving interaction between Federal and non-Federal activity, among funded Bilingual Centers and Clearinghouses, and with related State and local efforts. (5) The "compliance" issue involving adherence to laws, rules, and regulations.

The Congressional intent is clear. Bilingual education is the central theme of the Education Amendments of 1974. Seven of the eight titles of the law make special provisions for persons with limited English-speaking ability. The theme permeates amendments to more than twenty pieces of related educational legislation enacted by Congress over the past quarter century (see Attachment A). The result is a highly complex law that will challenge the ingenuity of management at all levels—Federal, State, and local.

The body of the paper examines three aspects of such a program. First, it will review the various bilingual components set forth in P.L. 93-380. Secondly, it identifies some of the key issues involved. Finally, it will attempt to leave the reader with some unresolved questions regarding further implementation of the law.

I. Bilingual Educational Components of P.L. 93-380

It is obvious that the authors of P.L. 93-380 clearly intended to make special provisions for persons of limited English-speaking ability at all levels of education.

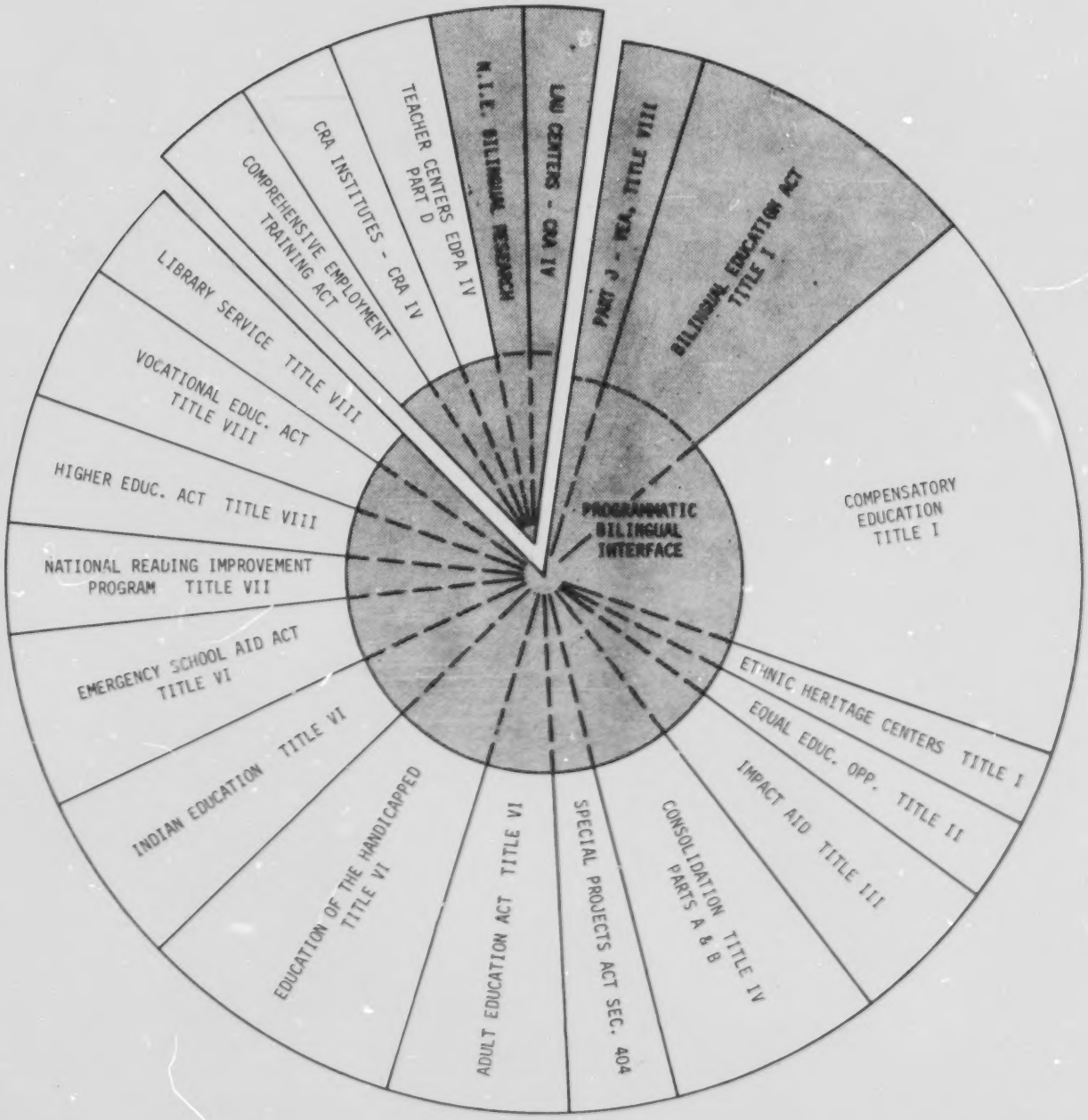
As noted above there are more than twenty different programmatic references to bilingual education in P.L. 93-380. In most of these instances the law merely states that provision must be made for equal educational opportunities for persons of limited English-speaking ability. In some cases specific dollar amounts are authorized or percentage set-asides are indicated. There are at least four programmatic areas where Congress intends that 100% of the appropriated funds support bilingual activities.

The complexity and magnitude of the coordination problem comes into clearer focus if the programmatic bilingual components are depicted on a circle diagram. (See Figure 1.) While most of the program support falls outside of the bilingual impact area, it is apparent that personnel in numerous programmatic areas, both inside and outside the Office of Education, will influence and contribute to the "Programmatic Bilingual Interface." The shaded area of the diagram is where the *stress* is and where the *action* will take place. (Also see Attachment B).

A. *Compensatory Education.* Title I not only continues the special programs for educationally deprived children but extends compensatory education to

Figure 1

P. L. 93-380
PROGRAMMATIC BILINGUAL INTERFACE DIAGRAM


PROGRAMMATIC BILINGUAL INTERFACE
BILINGUAL EDUCATION ACT TITLE I
PART C - ESEA, TITLE VIII
LAU CENTERS - CRA IV
N.I.E. BILINGUAL RESEARCH
TEACHER CENTERS EDPA IV PART D
CRA INSTITUTES - CRA IV
COMPREHENSIVE EMPLOYMENT TRAINING ACT
LIBRARY SERVICE TITLE VIII
VOCATIONAL EDUC. ACT TITLE VIII
HIGHER EDUC. ACT TITLE VIII
NATIONAL READING IMPROVEMENT PROGRAM TITLE VII
EMERGENCY SCHOOL AID ACT TITLE VI
INDIAN EDUCATION TITLE VI
EDUCATION OF THE HANDICAPPED TITLE VI
ADULT EDUCATION ACT TITLE VI
SPECIAL PROJECTS ACT SEC. 404
CONSOLIDATION TITLE IV PARTS A & B
IMPACT AID TITLE III
EQUAL EDUC. OPP. TITLE II
ETHNIC HERITAGE CENTERS TITLE I
COMPENSATORY EDUCATION TITLE I

children of migrant agricultural workers and fishermen, to the handicapped, to kindergarten children and adults, and to deprived children in private schools. It is widely recognized that the disproportionate number of children growing up in non-English-speaking homes can be classified in one or more of the above categories. Title I funds will continue to make major contribution to the education of the bilingual child.

B. *Bilingual Education Act.* The strongest mandate in support of bilingual education ever written by Congress is found in Section 105 of Title I. Here Congress substitutes a totally new text for old Title VII of the Elementary and Secondary Education Act of 1965. The law authorizes a sliding scale of funding over the next four years which if fully implemented would more than double existing support. One-third of all appropriations are to be set aside for training bilingual teachers. The National Institute of Education is authorized to conduct a five million dollar Bilingual Research Program annually. The remainder of the annual appropriation will provide grants to local education agencies and institutions of higher education for the establishment, operation, and improvement of bilingual education programs, for supplementary community adult or preschool programs, and to assist State departments of education to provide technical assistance and coordinate bilingual educational activities. Each State educational agency receiving funds is to submit an annual "State Plan," and priority is to be given to geographic areas with greatest need.

C. *Ethnic Heritage Study Centers.* Title I ends with a reference to Ethnic Heritage Studies in Section III. The legislation authorizes continued support for such Centers to July 1, 1978.

D. *Equal Educational Opportunity.* The only reference to bilingualism found in Title II is Section 204(F) where the law states emphatically that "the failure by an educational agency to take appropriate action to overcome language barriers that impede participation by its students in its instructional programs" is deemed an unlawful practice.

E. *Federal Impact Aid Programs.* Title III makes major changes benefiting the bilingual child in Public Laws 81-815 and 81-874. Section 304 excludes Impact Aid funds spent by local education agencies for the benefit of bilingual children when calculating a State's equalization formula. Section 305 includes children who reside on Indian lands when computing "B children" eligibility. The law further stipulates under Subsection 5A that adequate assurance will be given "that Indian children will participate on an equal basis in the school program of the local education agency."

F. *Consolidation Programs–Title IV.* Three references are made to bilingual education in Title IV. Section 402 stipulates that the Commissioner shall transfer to the Secretary of Interior "amounts necessary" from appropriations for Parts B and C to provide "the programs authorized by each such part for children and teachers in elementary and secondary schools operated for Indian children by the Department of Interior." Section 403 makes assurance that bilingual children are included in any "State plan" requesting funds under Parts B and C of Title IV. The third reference is found in Section 404(G) which authorizes projects for the identification and education of gifted and talented children, including those with limited English-speaking ability.

G. *Bilingualism in Non-ESEA Legislation.* Title VI amends and extends four related educational programs which affect individuals with limited English-speaking ability.

Section 607 provides special assistance for *Bilingual Adult Education Programs.* Such projects are to be coordinated with similar activity funded under Title VII of the Vocational Education Act. The instruction is to be given in both

English and the native language of the adult. Fifteeen percent of the State's Adult Education allotment is to be set aside for Special Adult Education Projects, including the development of "methods for educating persons of limited English-speaking ability."

P.L. 93-380 amends and extends the *Education of the Handicapped Act* through 1977. Section 614 authorizes a one-year only special State entitlement to assist States in initiating, funding, and improving programs and projects for the education of handicapped preschool, elementary and secondary students. The Section authorizes the Commissioner to make payments to the Secretary of Interior for the education of handicapped children on reservations serviced by elementary and secondary BIA schools operated for Indian children. The law also broadens the screening procedures used in identifying handicapped children by stipulating "procedures to insure the testing and evaluation materials and procedures utilized for the purposes of classification and placement of handicapped children to be selected and administered so as not to be racially or culturally discriminatory."

The *Indian Education Act* of 1972 is extended through July 1, 1978, and is amended to provide special educational training programs for teachers of Indian children. The Section also authorizes 200 graduate fellowships for Indian students working toward degrees in engineering, medicine, law, business, forestry, and related fields. (Attachment C cites the major references to Indian education in P.L. 93-380.)

Title VI also extends the *Emergency School Aid Act* through June 30, 1976. As has been true in previous years this piece of legislation has provided extensive support for bilingual education.

H. *National Reading Improvement Program.* Title VII provides expanded support for a national reading program, and specifies in Section 705 that special priority is to be given "schools having large numbers or high percentages of children with reading deficiencies." One of the criteria set forth in the application process stipulates that provision must be made for "the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability."

I. *Postsecondary Educational Programs.* Title VIII deals with amendments to the Higher Education Act of 1965, the Vocational Education Act of 1963, and the Library Services and Construction Act. There are significant new bilingual implications in each of the amended laws.

There are three major changes benefiting the bilingual college student. Section 832 allows a new institution to become eligible for Federal assistance during its initial operating year if the Commissioner determines that the institution "will substantially increase higher education for Spanish-speaking people." Previously there had been a three-year waiting period.

A language barrier is frequently the cause of poor academic performance in institutions of higher education. Section 833 seeks to remedy this problem by making it possible for colleges and universities to receive grants or contracts for the purpose of adding to their curriculum "a program of English language instruction for students of limited English-speaking ability." Such students may also receive "guidance and counseling in order to enable them to pursue a post-secondary education."

The *Higher Education Act* is further amended to provide assistance for training in the legal profession. The amendment makes it clear that individuals receiv-

ing the assistance are to come primarily from disadvantaged backgrounds, including persons with language barriers.

Section 841 amends the *Vocational Education Act* of 1963 by specifically authorizing bilingual vocational training for persons of limited English-speaking ability, and by adding a new Part J carrying the title "Bilingual Vocational Training." Part J is intended to provide language instruction for skilled and semiskilled workmen already in the labor market, and "who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment." Training allowances for participants in Part J Bilingual Vocational Programs are subject to the same conditions or limitations as those set forth in Section III of the Comprehensive Employment and Training Act of 1973. Title VIII also amends the *Library Services Construction Act* to give priority "to programs and projects which serve areas with high concentrations of persons of English-speaking ability."

One final but significant amendment affecting bilingual education is found in Section 845 which extends the existence of the National Advisory Committee on Education of Bilingual Children to July 1, 1978.

II. Analysis of Issues

When a new Federal program is introduced into a community, and the clientele choose to participate, the consequence is the creation of *programmatic products.* Once a product is in place it sets in motion a predicted logic of *anticipated activities.* The interface of those activities upon the products results in predictable issues.

An expanded bilingual program in Region VI will create a predictable pattern of issues. It is possible to plot such a pattern on a matrix and to analyze the interface areas. Let us consider a model bilingual interface matrix for Region VI. Along the "Y" coordinates of the grid we will place the existing and anticipated products resulting from bilingual programmatic effort in Region VI. To the "X" factors we will assign areas of anticipated activity. It is now possible to plot the major interface areas. (See interface grid, Figure 2.)

As indicated in the introduction, issues tend to cluster around areas of stress. Using the examples contained in the Region VI interface grid, let us examine in depth each of the suggested issues. They tend to follow the interface areas across the grid from the upper left to the lower right.

A. *The Continuity Issue.* Bilingualism is "old hat" in Region VI. Even before the word began to find its way into Federal legislation, community groups and State agencies in the Southwest were producing materials and testing them out in actual classroom situations. Progressive teachers were experimenting with new techniques. Research scholars were exploring the many ramifications of the problem and were scientifically evaluating the consequences which language barriers imposed on the learning situation.

ESEA VII was the catalyst which in 1965 accelerated and expanded bilingual activity. The intervening years have produced a significant repository of historic projects and products resulting from Federal programmatic activity. Some of the key bilingual products occurring in Region VI are identified in the model above, such as historic ESEA Title VII and Title I projects, historic ESAA Title VII projects, the Migrant Student Record Transfer System, the Texas Regional Service

Figure 2

PROGRAMMATIC PRODUCTS AND ELEMENTS	Inventory	Document	Dissemination	Identify	Involve	Plan	Coordinate	Administer	Inform	Assist	Support	Fund	Research	Develop	Train	Monitor	Test	Analyze	Evaluate	Report
ESEA VII Historic Projects	X	X	X	X			X													
ESEA I Historic Projects	X	X	X	X			X	X	X	X						X				X
ESAA IV Historic Projects	X	X	X	X			X	X	X	X	X	X				X			X	X
State Supported BE Programs	X	X	X	X			X	X												
Significant Locally Funded Projects	X	X	X	X			X	X												
Private/Non-Profit Contributions	X	X	X	X	X		X	X												
Migrant Student Record Transfer System					X		X				X									
SEA Bilingual/Bicultural Offices					X	X	X	X												
Regional Service Centers, ESEA III					X	X	X	X												
General Assistance Centers, ESAA IV					X	X	X	X	X	X	X	X				X			X	X
Regional Instructional Development Centers			X		X		X	X			X	X				X				X
State Voc. Ed. Instructional Material Centers			X		X		X	X								X				X
Teacher Center Projects, EPDA, Part D					X	X	X	X	X	X	X	X		X		X				X
Task Force de la Raza			X			X	X	X	X		X	X	X	X	X	X	X	X	X	X
Lau Centers CRA IV, Sec. 403						X	X	X								X	X	X	X	X
CRA Institutes, CRA IV, Sec. 404						X	X									X	X	X	X	X
Indian Ed. Grants, IEA, Parts A, B, & C							X													
MDTA Skill Centers							X			X										
CETA Job Training							X			X					X					
Bilingual Voc. Ed. Training, VEA, Part J						X	X			X	X	X		X	X	X			X	X
National Bilingual Clearinghouse			X			X	X	X												
National Clearinghouse and Adult Ed.			X			X	X	X												
NIE Compensatory Ed. Experimental Ed. Centers							X						X	X			X	X	X	X
Postsecondary Bilingual Programs						X	X	X		X	X	X				X			X	X
Library and Learning Resources						X	X	X				X				X				X

Center (ESEA III) network, General Assistance Centers (CRA IV), Regional and State Vocational Education Instructional Material Centers, MDTA Skill Centers, Task Force de la Raza, and Southwest Educational Development Laboratory.

Any planned expansion of bilingual activity in Region VI should logically build upon current and prior accomplishments. Certain anticipated activity can assure continuity between new efforts and old programs. One such activity should involve producing an inventory of prior and existing projects. Several excellent bibliographies have already been produced by the ERIC Clearinghouse on Small Schools at Las Cruces.

Other related activities which impinge on the continuity issue involve documenting and disseminating the proven accomplishments of prior projects. Again the ERIC system can be relied upon as a link to the past and a bridge to the future. All proposal writers should be required to include an ERIC search of their topic as a part of the application process.

Continuity is more than a mere paper process. Only people can make the intellectual process "click." There are already many dedicated bilingual professionals in the Southwest and many more are ready to join their ranks. We need to examine the word "identify" in our list of anticipated activities. We have the resources to quickly develop a roster of knowledgeable persons who have already made contributions in the field of bilingualism. With additional effort it would be possible to recruit, train, and involve a cohort capable of filling in the gaps called for under the new legislation, particularly in such areas as Indian education, gifted and talented, the handicapped, early childhood, and adult education. Continuity implies blending the proven products of the past with the most promising proposals for the future. People and the products or institutions they represent are the keys which will assure continuity.

B. *The Communication Issue.* As noted earlier, the new legislation makes provisions for bilingual education in virtually every aspect of the educational process. It creates the possibility of a 100% increase in Federal support of bilingual programs in 1978. The diversity and magnitude of such programmatic growth creates a major communication problem both internally and externally.

Some efforts have already been initiated to "get the word out." Presentations have been made before each of the State departments of education and other educational groups in Region VI. An interregional Bilingual Conference has been sponsored with a special seminar focusing upon Indian education. Still we have only begun the process of informing our clientele. If the language barrier is to be penetrated there is need for continued effort in the areas of documentation, dissemination, information processing, and product replication.

C. *The Cooperation Issue.* The third anticipated stress area involves interaction among local, State, and Federal personnel who may frequently find themselves working on divergent or even competitive projects. In such circumstances cooperation rarely occurs without deliberate planning. In Region VI our model anticipates deliberate effort to insure cooperation in such activity areas as "involvement," "assistance," and "support."

In almost every instance the law mandates community involvement in planning and implementing bilingual programs. Local and State advisory groups are required and their direct involvement in planning is to be documented. Linkages between local, State, and regional efforts are encouraged. Even at the Federal level the law is specific in specifying interprogram, interagency, and interdepart-

mental cooperation. The job to be done merits a total interteam effort. There must be appropriate interface among such programmatic efforts as State supported and funded bilingual programs, significant locally funded projects, private and non-profit contributions, and the regional and interregional thrusts of Federally sponsored projects. Without cooperation we will either negate or duplicate each other's effort.

D. *The Coordination Issue.* It is the opinion of the Region VI OE staff that the success of the bilingual program outlined in P.L. 93-380 will depend largely upon how well the divergent program elements and activities are coordinated. Management at all levels must assume responsibility for this key ingredient to maximize program effectiveness. No effort should be undertaken in isolation. What works with one ethnic group has relevance for all. Materials and techniques developed by one school district should be equally effective in other localities, especially with minor modifications.

Interstate coordinative efforts are to be encouraged and commended. A good example of such coordination has been operating effectively in Region VI for several years. The State Vocational Education Instructional Material Centers each share their products with the Regional Office of Vocational Education which acts as a clearinghouse for regional distribution of the materials. The system is also fed by good materials produced at the local level, the MDTA Skill Centers, and the Regional Instructional Development Center in Stillwater, Oklahoma. There are other Federally funded components which are making major contributions to the bilingual effort in Region VI. Task Force de la Raza, headquartered in Albuquerque, with Regional offices in San Antonio, Chicago, Denver, and Sacramento, provides a logical interregional coordination network. They have sponsored significant bilingual conferences, compiled statistical data on various facets of the bilingual problem in the Southwest, provided technical assistance upon request to local, State, regional, and national groups, and engaged in significant R and D activity.

There should be planned interface between existing "support" centers, clearinghouse efforts, and any new developments resulting from P.L. 93-380. Lau Centers and Civil Rights Institutes should be tied into a coordinated regionwide network.

Any of the NIE Experimental Compensatory Educational Centers which chance to be located in Region VI should be dovetailed into the Regional Bilingual Support Network, and the efforts of the Southwest Educational Development Laboratory at Austin.

Coordination should not end at the regional level. The law makes provisions for national coordination by authorizing the creation of the National Office of Bilingual Education, and by extending the existence of the National Advisory Council on Bilingual Education. The law also envisions a National Bilingual Clearinghouse which shall "collect, analyze, and disseminate information about Bilingual Education and other related programs." The term "other programs" is defined on page 29 of the law as including the Emergency School Aid Act, Part J of the Vocational Education Act, Section 306 of the Adult Education Act, and Section 6 of the Library Services and Construction Act. Implications elsewhere in the law call for nationally coordinated bilingual activity involving the following legislation: Impact Aid Act, page 40; Civil Rights Act, page 37; Migration and Refugee Assistance Act, page 41; Education of the Handicapped Act, pages 98 and 99; Indian Education Act, page 103; Comprehensive Employment and Training Act, pages 125 and 126; Special Projects Act for the Gifted, page 66; Com-

munity Schools Act, page 66; and finally the entire text of the Bilingual Education Act, pages 20 through 29. How the divergent elements are to be coordinated at the national level is of vital concern to the bilingual leadership in the Southwest.

E. *The Compliance Issue.* Any Federal program must be monitored for compliance with the law and the rules and regulations promulgated by the administrative agency responsible for its implementation. The burden of compliance for bilingual educational activities falls heavily on Regions VI and IX. Approximately half of all the bilingual population live in the Southwest. The problem of compliance is compounded by the diversity of the ethnic groups. The Southwest is "home" for the Mexican American.

More than half of the American Indian population live in Oklahoma, New Mexico, Arizona, and California. Louisiana has its French heritage, and California its Chinese. Providing civil rights assurances to such a diverse bilingual population will impose a major administrative problem for the regional OE/OCR/ORD staffs of Regions VI and IX.

III. Reactions and Response

Assuming we have identified some of the key issues involved in an expanded bilingual education program, and in the light of the diversity of new programmatic activity, what questions logically come to mind? The Region VI staff suggest the following:

1. What impact does P.L. 93-380 hope to make on the bilingual community, educationally as well as socially and economically?
2. What policy changes are advisable?
3. What organizational structure is necessary to effectively coordinate bilingual programs mandated in P.L. 93-380?
4. What administrative decisions need to be made?
5. How shall the Office of Civil Rights be involved?
6. What effect does this paper have on the development of "Rules" and "Regulations?"
7. What significance will a noncoordinated effort have on the Office of Contracts and Grants?
8. What is the role of the Deputyships to a nationally coordinated bilingual educational thrust?
9. Are there good examples of coordinated programs in OE which could serve as models?
10. How can NIE and NCES activity best support OE's effort in bilingual education?
11. Are programmatic set-asides advisable?
12. Should this paper be circulated to the RCs, RDs, the ASE, the OS, and others outside of government?

RECOMMENDATIONS

That the Commissioner immediately appoint an intraagency Task Force representative of the Deputyships and the Regional Offices and charge it with the following responsibilities:

1. Analyze administrative and management problems inherent therein,
2. Develop policy and directive statements,
3. And report their findings via MIS strategy within a specified time frame.

ATTACHMENT A

Legislation Amended by P.L. 93-380	Minor References (Pages)	Major References (Pages)
Adult Education Act	29, 93, 124, 128	93
Budget and Accounting Act of 1921 (definition only)		113
Career Compensation Act of 1949 (definition only)		38
Civil Rights Act of 1964		37
Comprehensive Employment and Training Act of 1973 (definition only)	125, 126	
Cooperative Research Act, P.L. 83-531		61
Economic Opportunity Act of 1964		40
Educational Amendments of 1972		79
Education of the Handicapped Act	96, 128	96
Emergency Insured Student Loan Act of 1969		79
Emergency School Aid Act	29, 36	104
ESEA of 1965	20, 29, 52, 102, 116, 127, 129	5
General Education Provisions Act, P.L. 90-247	65, 67	73
Higher Education Act of 1965	79	120
Impact Aid Act, P.L. 81-874		38
Indian Education Act		102
Library Services and Construction Act	29, 52, 59	126
Migration and Refugee Assistance Act of 1962 (modified)		41
National Defense Education Act of 1958	53, 60	105
Social Security Act	7	118
Vocational Education Act, 1963	29	123

New Acts or Legislation Embodied in P.L. 93-380	
Bilingual Education Act of 1974	20
Equal Educational Opportunities Act of 1974	31
Family Rights and Privacy Act of 1974 (Buckley Amendments)	91
Mathias Amendment (Special 1 year only grant for Handicapped)	97
National Reading Improvement Program	105
Special Projects Act of 1974	61
The Community Schools Act	66
Tyding's Amendment (carryover funds)	79
Women's Educational Equity Act of 1974	71

ATTACHMENT B

Public Law 93-380
Implications for Bilingual Education

I. Compensatory Education (ESEA I)
(Title I, Section 102, pp. 8, 18)

A. Ethnic Heritage Study Centers (ESEA IX)
(Title I, Section III, p. 30)

II. The Bilingual Education Act
(Title I, Section 105, pp. 20-29)

A. Amends Title VII of ESEA

1. Provides grants to LEAs to meet the needs of children with limited English-speaking ability.
2. Preschool and supplementary programs may also be funded.
3. Programs may be established for adults.
4. Particularly for parents of children participating in bilingual programs.

B. Program Characteristics

1. Must provide instruction in child's native language, also English.
2. Limited number of English-speaking students may enroll.
3. Bilingual students to attend regular classes in subjects such as art, music, and physical education.

III. Desegregation (Title II, Section 204, p. 32)

A. Failure to take appropriate action to overcome language barriers is considered an unlawful practice.

IV. Impact Aid (P.L. 81-874) Title III, Section 304-5, pp. 40, 41, & 46)

V. Consolidation (Title IV, Section 401, p. 55 plus p. 57)

A. Basis of distributing Part B funds.

1. Greatest amounts to districts with greatest number of children from disadvantaged homes.
2. Programs designed for families in which English is not the dominant language.

B. State Advisory Council must include professional persons with bilingual competence.

VI. Special Projects Act (Title IV, Section 404, p. 66)

A. Provides funds for model projects for gifted and talented children.

B. Must include efforts to identify and educate bilingual children.

VII. Adult Education (Title VI, Section 607, pp. 95-96)

A. AEA is amended to include provisions for bilingual programs for adults.

1. Instruction is to be in both English and the native language.
2. Projects are to be coordinated with other programs funded under Bilingual Education Act and the Vocational Education Act.

B. Provision is made for special bilingual experimental demonstration projects under Section 607.

1. Funds may be used for development of innovative methods.
2. Also for the training of personnel for adult bilingual programs.

VIII. Education of the Handicapped, Section 614, p. 98

IX. Indian Education Act, Sec. 632, Section 614, p. 98

X. Emergency School Aid Act, Section 641, p. 104

XI. The National Reading Improvement Program
(Title VII, Section 705, p. 107)

A. The Act generally provides funds for reading improvement programs at the elementary and pre-elementary levels.

B. Applicants must provide for the use of bilingual methods and techniques.

XII. Higher Education Act of 1965

A. Developing Institutions for Spanish-speaking people, Sec. 832, p. 120.

B. Guidance and counseling services, Sec. 833, p. 121.

C. Legal Training, Sec. 836, p. 121.

XIII. Vocational Education Act of 1963 (Title VIII, Section 833, pp. 120-121, Section 841, pp. 123-127)

A. Section 833 provides English language instruction counseling and guidance for students of limited English-speaking ability.

B. Section 841 provides $17.5 million for FY 75 for bilingual vocational education and adult education programs.

1. The section also specifies that persons of limited English-speaking ability are to be included as members of the National Advisory Council on Vocational Education.
2. Students of limited English-speaking ability may be included on State advisory councils.

C. Extends Vocational Education Act of 1963 and creates a new Part J categorical program for bilingual vocational training programs.

1. Designed to train or retrain individuals with limited English-speaking ability for nonprofessional employment.

2. Develop and disseminate accurate information on bilingual vocational training.
3. Report annually to the President and Congress.
4. Appropriates $17.5 million for FY 75 to fund Part J activities.

XIV. Library Services and Construction Act
(Title VIII, Sec. 841, pp. 126-127)

A. The State Plan requirements for LSCA is amended to provide assurances that priority will be given to projects serving areas with high concentrations of persons with limited English-speaking ability.

B. LSCA plan must accommodate communities with high concentrations of low-income families.

XV. Extension of Advisory Council
(Title VIII, Sec. 845, p. 129)

A. Extends the life of the Advisory Committee on the Education of Bilingual Children to July 1, 1978.

ATTACHMENT C

Public Law 93-380
Implications for Indian Education*

1. Compensatory Education for Indian Children
(Title I, Section 101, p. 5, p. 8–EA of '74)
   a. OE funds to be transferred to Department of Interior for special education needs of disadvantaged Indian children:
      (1) must live on reservations or
      (2) attend DOI schools.
   b. 1% of Title I funds reserved for territories and Indian children.

2. Bilingual Education for Indian Children
(Bilingual Ed. Act, Title I, Sec. 105, pp. 24-25–EA of '74)
   a. Grants for bilingual education:
      (1) to schools operated predominantly for Indian children, and
      (2) to Secretary of DOI for children living on reservations.
   b. Secretary of DOI to compile bilingual studies:
      (1) An annual report on projects and funds
      (2) A needs assessment on bilingual education for Indian children.

3. Impact Aid for Indian Children
(Title III, Sec. 305, pp. 46-47–EA of '74)
   a. LEAs must guarantee that children residing on Indian lands will be included in school programs on an equitable basis.
   b. Indian children classified as A students for determining impact aid payments.
   c. Funded at 100% level.

4. Consolidation Grants for Indian Children
(Title IV, Sec. 401, p. 54–EA of '74)
   a. A 1% set-aside of the consolidated appropriation reserved for territories and Indian children (DOI school).
      (1) Provides support for Libraries and Learning Resources (Part B), and
      (2) Educational Innovation and Support (Part C).

5. Education of Handicapped Indian Children
(Title VI, Sec. 614, p. 98–EA of '74)
   a. Authorizes grants of $8.75 for each child ages 3-21 *for FY 75* only, for *all* handicapped children in the State.
   b. A 1% set-aside of the appropriation is reserved for handicapped Indian children on reservations in DOI schools.

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*Prepared by Harold A. Haswell, Director, Developmental Programs Planning and Evaluation, USOE, ROVI, Dallas, TX.

6. Indian Education Act extended and expanded.
   a. Extends Section 303(a)(1) of P.L. 81-874 (Impact Aid Act), also known as the Indian Education Act (P.L. 92-318), through fiscal year 1978.
      (1) Sec. 303 is amended to increase the percentage of funds reserved for *Indian controlled schools* from 5% to 10%.
   b. Section 810g of ESEA is also extended through fiscal year 1978.
      (1) This section provides grants to improve educational opportunity for Indian children.
      (2) The amendment requires the inclusion of children enrolled in nonpublic schools in funded programs.
   c. Provides fellowships and scholarships for Indian professionals.
      (1) Authorizes $2 million per year for *teacher training* fellowships and grants.
      (2) Also authorizes 200 fellowships for Indian professional graduate students.

7. Extension of Advisory Council
   (Title VIII, Sec. 845, p. 129–EA of '74)
   a. The National Advisory Council on Indian Education (Title IV, Sec. 442) is extended until July 1, 1978.

STATE BILINGUAL EDUCATION PROGRAMS: A NEW FRONT

(Excerpt from School Finance Report: A Legislators' Handbook *(pp. 31-34), John J. Callahan and William H. Wilken, editors, published by the Legislators' Education Action Project, National Conference of State Legislators, Suite 702, 1150 17th Street, N.W., Washington, D.C. 20036. Reproduced by permission.)*

. . . many states have initiated bilingual education programs in order to meet the special needs of children from homes where a language other than English is dominant. The 1968 Federal Bilingual Education Act, which became Title VII of the Elementary and Secondary Education Act, its subsequent, substantial funding, and the 1974 U.S. Supreme Court decision in *Lau v. Nichols* were landmark stimuli in focusing local reformers' and ultimately state attention on bilingual education. Only three states had such programs legislated and funded at the time of *Serrano*. By 1974-75, however, 13 states had legislated and funded bilingual education programs, while another state had mandated bilingual instruction without legislation.[1]

As Table 3 shows, four states have made relatively strong efforts in bilingual education: Illinois, Massachusetts, Colorado and Louisiana.[2] Each of these state's funding approximates or exceeds significantly the funding for bilingual education provided by the Federal Government's Title VII ESEA. In the case of Illinois, phenomenal increases in funding of its bilingual education program accompanied the state's 1973 general school finance reforms; bilingual education funding rose from $805,000 in 1971-72 to $8,000,000 in 1974-75, the top state funding in the nation. These funds are especially important to Chicago as "nearly two-thirds of (the number of children served) reside in the Chicago area." . . . As will be discussed later, Illinois chose a multi-pronged approach to aid its largest city.

Colorado's bilingual education legislation was not enacted until 1975, two years after the state's major 1973 general aid formula revisions. The 1975-76 appropriation was $2.5 million, which is 455% of the 1974-75 Federal Title VII funds awarded to the state. One of Colorado's 1973 general aid formula revisions also substantially benefited Denver, despite that city's relatively high wealth. So, Colorado, like Illinois, has chosen a multi-pronged approach to aid its largest city.

In the Northwest and Midwest, where children eligible for bilingual education programs are concentrated in the cities, bilingual aid programs can be seen as a fairly direct way to help cities undertake the tough job of providing an adequate education for their linguistically diverse student populations. Michigan, New Jersey, New York and Rhode Island, in addition to Illinois and Massachusetts, fund state programs. The funding commitments of these four states are quite small, however, compared to the Federal Title VII ESEA funds going into their states. (See Table 3.)

In the Southwest and West, where children eligible for bilingual education programs are more spread out between urban and rural areas, bilingual aid programs obviously have less impact on cities. Nevertheless substantial funding of bilingual programs would still be an important way for states to assist cities in

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[1] Table 3 lists the 13 states; Pennsylvania is the state which has mandated bilingual instruction without legislation.

[2] Louisiana's program, however, is aimed at fostering French as a second language rather than at meeting the needs of children from homes where a language other than English is dominant.

their difficult educational tasks. Next to Colorado, New Mexico appears to have made the second greatest effort in the Southwestern and Western areas of the country. New Mexico's effort, however, is only one-third of the Federal Title VII ESEA allocations in New Mexico. California and Texas have both allocated more funds for bilingual instruction than either Colorado or New Mexico, but their state funds are only 19% and 13% respectively, of the Federal Title VII ESEA allocations in their states. (See Table 3.)

Nationwide in 1974-75, states allocated $23 million for state legislated and funded bilingual education programs. This figure is almost ten times what it was in 1971-72. Similarly the number of states with legislation and funding on the books has grown from only three at the time of *Serrano* to thirteen at present. Nevertheless, this growth must be placed in perspective. Even considering that state funds for bilingual education might approach $30 million when adding in state compensatory education funds and state department of education general funds used for bilingual education purposes, state program dollars would still be only 38% of Federal Title VII ESEA dollars for bilingual instruction, and are only 13% of state compensatory education program dollars. As for meeting the need in the area of bilingual education, Congressman Edward R. Roybal of California estimates that the Federal Title VII ESEA funds in FY 74 served only 3% of the five million children who are eligible for bilingual programs . . . . Or to look at this another way, if it could be presumed that the total Federal Title VII funds ($78 million in 1974-75) were spent equally on each eligible child (total 5 million), the additional funds available to participating school districts would be only $16 per child. Yet the federal funds are roughly three times the state funds! In short, except for Illinois, Massachusetts, and Colorado, state bilingual programs today do not appear to be substantial forces in meeting the needs of cities' disproportionate numbers of linguistically disadvantaged students.

TABLE 3

STATE LEGISLATED AND FUNDED BILINGUAL EDUCATION PROGRAMS[a]
(Dollars in Thousands)

State	Initial Legislation	State Allocations 1971-72	1972-73	1973-74	1974-75	Total Federal Title VII ESEA Bilingual Education Grant Awards 1974-75	State Allocations as a % of Federal Title VII ESEA Grant Awards 1974-75
Alaska				$ 200	$ 200	$ 705	28%
Arizona	1969	$ 100	$ 100	400	700	2,565	27
California	1972		1,000	4,000	4,000	21,383	19
Colorado	1975				[b]	549	0[f]
Illinois	1968	805	2,370	6,000	8,000	3,414	234
Louisiana	1968		500	500	1,300	1,596	81
Massachusetts	1971	1,500	2,500	2,500	4,000	2,075	193
Michigan	1971		88	0	0[c]	832	0[f]
New Jersey	1974				250[d]	2,289	11[f]
New Mexico	1969	100	300	700	1,000	3,158	32
New York	1973			1,500[e]	1,500[e]	13,250	11
Rhode Island	1974				50	1,033	5
Texas	1973			700	2,000	15,347	13
Column Totals		$2,505	$6,858	$16,500	$23,000		
U.S. Totals					$23,000	$78,248	29%
U.S. Totals–less Illinois and Massachusetts					$11,000	$72,759	15%

*Estimate

[a]Only programs based on state legislation and categorical funding are included. Thus bilingual education programs in states such as Washington, which are supported from state compensatory education funds, or in Pennsylvania, which are supported solely by local education agencies, are not included.

[b]Major new program to commence in 1975-76, funded at $2,550,000.

[c]$300,000 allocated for 1975-76.

[d]Major new program to commence in 1975-76.

[e]In addition, significant portions of local districts' allocations of state funds under the Urban Education Program (until June 1974) or Chapter 241 Program (since July 1974) have been earmarked by local districts for bilingual education: $3,750,000 in 1973-74.

[f]Will be much higher in 1975-76.

TABLE SOURCES: Stanford Research Institute, Educational Policy Research Ctr., *State Compensatory Education and Bilingual Programs* (Res. Memo EPRC 2158-25) (Menlo Park, Calif.: Stanford Res. Inst., Feb. 1975); Thomas L. Johns, ed., *Public School Finance Programs, 1971-72* (DHEW Publication No. (OE) 73-00001) (Washington, D.C.: GPO, 1972), especially Table 2, page 4; U.S. Office of Education, *ESEA Title VII Project Summary, By State and Project Location, Giving 1975 Grant Award Totals* (Washington, D.C.: USOE, Mimeograph, December 12, 1975); Intercultural Development Research Association Newsletter (San Antonio, Texas: IDRA, September 1975), p. 2; and various state department of education officials, state legislative staff and local education officials.

OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

(Developed by the Cultural Awareness Center Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.)

The attached outline is offered as a basic approach for a Comprehensive Education Plan (CEP) that will not only address itself to CRA [Civil Rights Act], 1964, Title VI requirements including *Lau*, but hopefully will accentuate quality in an educational setting.

Although this outline was originally intended as assistance for ESAA [Emergency School Aid Act] school districts, it was developed further and could be useful to school districts who are developing a CEP for other than ESAA eligibility reasons.

[CACTI, the New Mexico State Department of Education, and General Assistance Center-A, University of New Mexico] were involved in several work sessions as the outline was developed. One of the sessions included representatives from OCR [Office for Civil Rights], Regions VI and IX.

The outline is purposely general and flexible to allow for school districts to utilize their own uniqueness and still meet basic requirements.

In this outline "Lau Remedies" refers to the *Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau vs. Nichols** document accepted and enforced by OCR.

The Lau Remedies and the May 25, 1970, memo* are also used with this outline since reference is made to those documents throughout.

I. Districtwide Advisory Committees

Adequate provisions for minority participation on the committee and adequate community input and review. This should apply to Advisory Committees under all federal projects.

II. Needs Assessment and Priority Setting

A. Inventory current curriculum, faculty capabilities, existing Federal programs, existing state and local programs and funds, language/cultural/educational background and needs of students, current physical facilities, community resources, available evaluation data (current and applicable).

1. Language assessment
   a. Survey all students to determine home or primary language; use Lau Remedies criteria. Survey forms available from SEA [State Education Agency] Lau or CACTI Lau Center .... Lau Remedies document also available from the above sources.

*May be obtained from Type B General Assistance Center in your area. See list on page 55.

b. Determine the linguistic proficiency of those students identified above and categorize as follows:
   1. Monolingual other (than English)
   2. Predominantly other
   3. Bilingual
   4. Predominantly English
   5. Monolingual English

2. Determine achievement levels of above students (see pp. 10, 11, and 22 of Lau Remedies . . .).

B. Draw up set of priorities based on identified needs and resources.

III. The Comprehensive Education Plan

A. Restructure curriculum to meet the identified multilingual/multicultural needs of the students.
   1. Describe the program(s) you will prescribe for students of limited English-speaking ability (LESA) identified in the language assessment. Provide for the cognitive and affective domains (pp. 4- Lau Remedies).
   2. Additional innovative initiatives by the district, or additional items to meet specific identified needs. Alternative programs aside from those suggested in the Lau Remedies but which fill the achievement criteria.
   3. Time lines, evaluation designs, staffing, etc., can be incorporated in this section of the [Comprehensive Education Plan] or as separate components addressing the total [Comprehensive Education Plan].

B. Eliminate discriminatory class assignments, ability grouping and special education grouping (see pp. 13, 18- Lau Remedies and other regulations).

C. Adopt affirmative action plan to hire needed multilingual/multicultural and minority teachers and administrators. Document recruiting efforts, transfers, reassignments, etc. (pp. 17- Lau Remedies and other regulations).

D. Develop training program to bring present staff into position to meet the assessed needs. Outline such a program, i.e., when, what (content), duration of training, by whom, participants, etc. (see pp. 15, 16, 17- Lau Remedies).

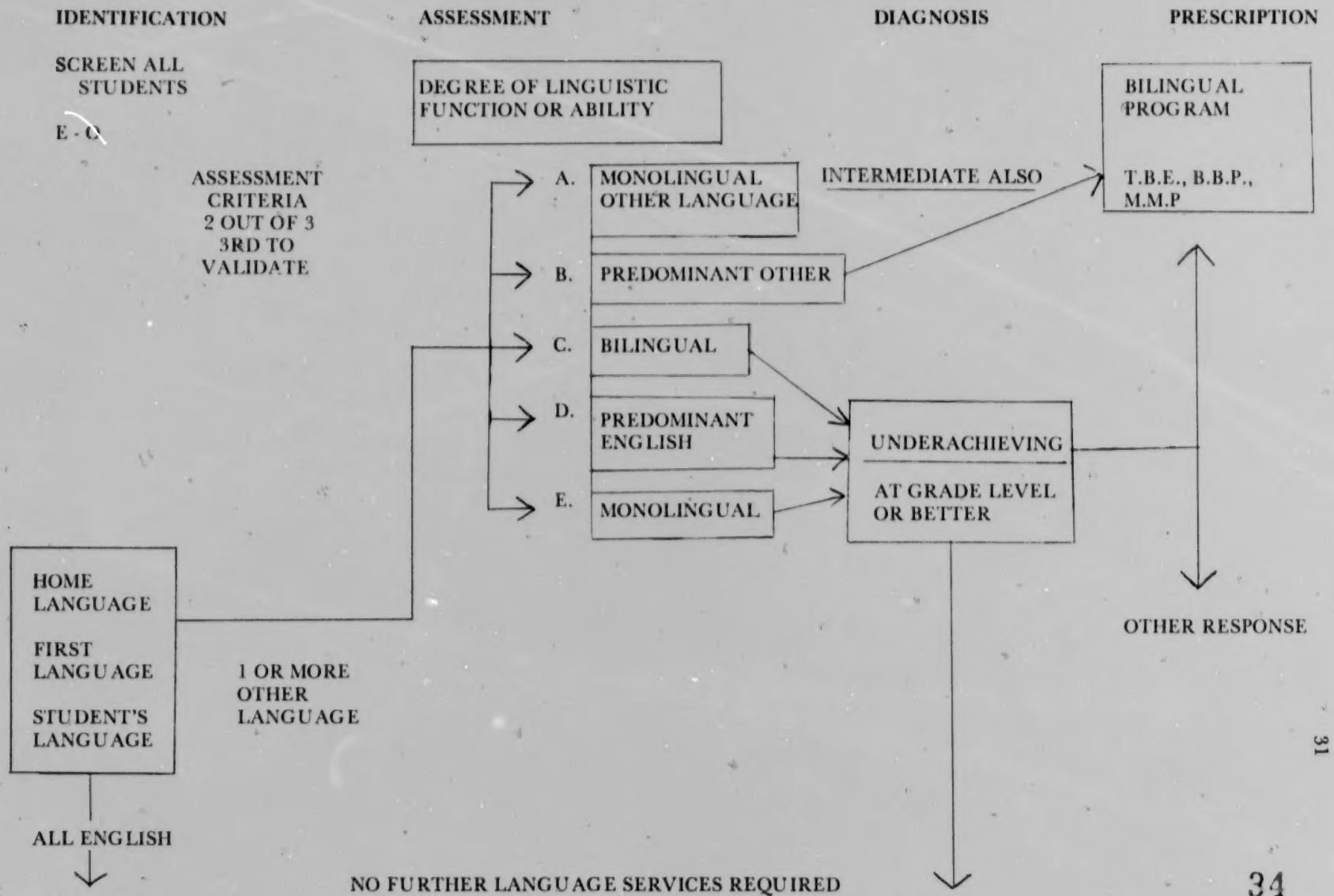
E. Provide for orientation and involvement of secondary school students in the program.

F. Provide notification for parental involvement (see pp. 19- Lau Remedies).

IV. Evaluation (see pp. 20- Lau Remedies)

A. Provide for ongoing evaluation by components, including pre- and posttesting evaluations and formative assessment of programs for needed modifications.

ELEMENTARY


IDENTIFICATION
ASSESSMENT
DIAGNOSIS
PRESCRIPTION
SCREEN ALL STUDENTS
E - C
DEGREE OF LINGUISTIC FUNCTION OR ABILITY
BILINGUAL PROGRAM
T.B.E., B.B.P., M.M.P
ASSESSMENT CRITERIA 2 OUT OF 3 3RD TO VALIDATE
A. MONOLINGUAL OTHER LANGUAGE
INTERMEDIATE ALSO
B. PREDOMINANT OTHER
C. BILINGUAL
D. PREDOMINANT ENGLISH
E. MONOLINGUAL
UNDERACHIEVING
AT GRADE LEVEL OR BETTER
OTHER RESPONSE
HOME LANGUAGE
FIRST LANGUAGE
STUDENT'S LANGUAGE
1 OR MORE OTHER LANGUAGE
ALL ENGLISH
NO FURTHER LANGUAGE SERVICES REQUIRED

V. Implementation and Reporting

A. Set up reasonable and reliable goals and timetables. Implementation of a comprehensive education plan approved by Title VI may take place over a reasonable period of time, with immediate implementation of some parts and more gradual implementation of others, taking into account the particular item in question, the resources of the district, and the unique characteristics of the district.

B. Reporting (see pp. 20- Lau Remedies).

[Comprehensive Education Plan] must be officially supported by the district's school board.

BACKGROUND LEADING TO *LAU vs. NICHOLS*

(Cultural Awareness Center and Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.)

Definitions

Segregation—separatism, ethnic isolation, discrimination, lack of equal educational opportunities, etc.

Desegregation—opposite of the above. Originally had a very narrow meaning; movement of students (busing) because "separate but equal schools" doctrine was ruled unconstitutional. The bringing together of children who are different.

Integration—refers more to the quality of the relationship between these children who are different.

Quality Integration—the ideal situation, a culturally and structurally integrated school(s). A multicultural setting.

* * *

The following is a brief overview citing some bench marks in the area of civil rights in general and in the attempts to remove discrimination in the public schools of this country. Again discrimination takes on many interpretations when considering a child's participation in equal opportunity.

The "right to discriminate" principle was pretty much upheld by the courts up until about the middle of this century. In *1896,* in fact, the Supreme Court ruled that "separate but equal" facilities for Blacks and Whites were constitutional. The case in question was *Plessy vs. Ferguson* and it involved the availability of railroad cars.

This doctrine was utilized by school districts, particularly in the South, to maintain separate schools for Whites and non-Whites.

In *1954* the Supreme Court ruled, in *Brown vs. Topeka School Board,* that segregation was unconstitutional. Thus, it reversed the "separate but equal" principle. "Separate educational facilities are inherently unequal." In *1955* the Court ruled that desegregation was to be carried out (at this point desegregation was still defined as the physical movement of students, and whatever was taking place involved non-Whites, to eliminate ethnically identifiable schools).

Fourteen years later in *1969* the Court had to rule that desegregation must take place "at once." This is when the heavy activity (still physical) started. This is when desegregation centers (Type A) were funded although they were authorized in *CRA 1964.* Also, the government provided funds through ESAP and now ESAA for desegregating and desegregated school districts. The latter category is now given more meaning and we are graduating into "integration" and "quality integration" as . . . roughly defined . . . earlier.

The most significant legislation in civil rights was the *Civil Rights Act* of 1964. It prohibited discrimination on the basis of race, color, religion or national

origin. Now, through *Title IX* of the *Education Amendements of 1972* they have added *sex* to that list, i.e., the discrimination of people because of their sex . . . .

The Office for Civil Rights was given the responsibility for identifying and terminating any acts of discrimination in the public schools based on the above categories (Title VI of CRA).

Title IV of the *Civil Rights Act, 1964* also authorized desegregation centers, now called General Assistance Centers, to assist school districts with the problems of desegregation as enumerated under *Title VI.* These are the Type A centers and 27 were authorized for the next year (1976).

The *May 25, 1970, memo* (Pottinger OCR) insisted that school districts be reminded that language and "national origin" are fused and inseparable. [It] specified the Spanish-surnamed child, but . . . implicitly involved all non-English-dominant kids. In other words we might not be discriminating against them because of their national origin, but if there is a language other than English associated with that ethnic group and we deny its use for educational purposes, it is a form of discrimination. The *Lau vs. Nichols* decision (January 1974) brought this principle to fruition; denial of a student's (K-12) primary or home language is a form of discrimination or of denying *equal educational opportunity.*

Since the CRA of 1964, Title IV, already provided general assistance centers to deal with desegregation (now language also) issues and problems, we now have nine centers (Lau Centers) throughout the country to address themselves to the problems of non-English-dominant students and to assist school districts in complying with the regulations as enforced by the Office for Civil Rights. These centers are known also as General Assistance Centers Type B (ours is CACTI) to distinguish them from the A centers who deal with non-language problems and activities. The Lau Centers, because they cross regional lines, are administered from Washington through the Office for Equal Educational Opportunity (OEEO), HEW. The A centers are regionalized, and have less of a service area because there are more (27).

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Nevada Satellite

Andrew Martinez, Coordinator
1312 E. Tonopah
N. Las Vegas, Nevada 89030

Advisory/Evaluative Committee

Bill Abrams
Language Consultant
Nevada Department of Education
400 W. King
Carson City, Nevada 89701

Noema Russell
Secondary Curriculum
Gallup-McKinley County Schools
Gallup, New Mexico 87301

Louis Rodriguez
Assistant Superintendent
Phoenix District No. 1
125 E. Lincoln
Phoenix, Arizona 85004

Paul Taylor
Director of Instruction
Las Cruces Public Schools
301 W. Amador
Las Cruces, New Mexico 88001

Sam Vigil
President
Luna Technical-Vocational Institute
Las Vegas, New Mexico 87701

Nancy Mendoza
Bilingual Specialist
Department of Education
1535 W. Jefferson
Phoenix, Arizona 86007

Rena Oyenque
Curriculum Services Unit
State Department of Education
State Capitol Building
Santa Fe, New Mexico 87501

Tomas Villarreal, Jr.
Executive Director
National Education Task Force de la Raza
University of New Mexico
Albuquerque, New Mexico 87131

Brief Scenario of Civil Rights Activities

Plessy vs. Ferguson 1896

Brown vs. Topeka 1954

Civil Rights Act 1964

Office of Equal Educational Opportunity (OEEO)

1. SDE
2. LEA's
3. General Assistance Centers

Office for Civil Rights (OCR)

1. Race
2. Color
3. National Origin

OCR (Pottinger) May 25 Memo, 1970

Lau vs. Nichols 1974

OEEO

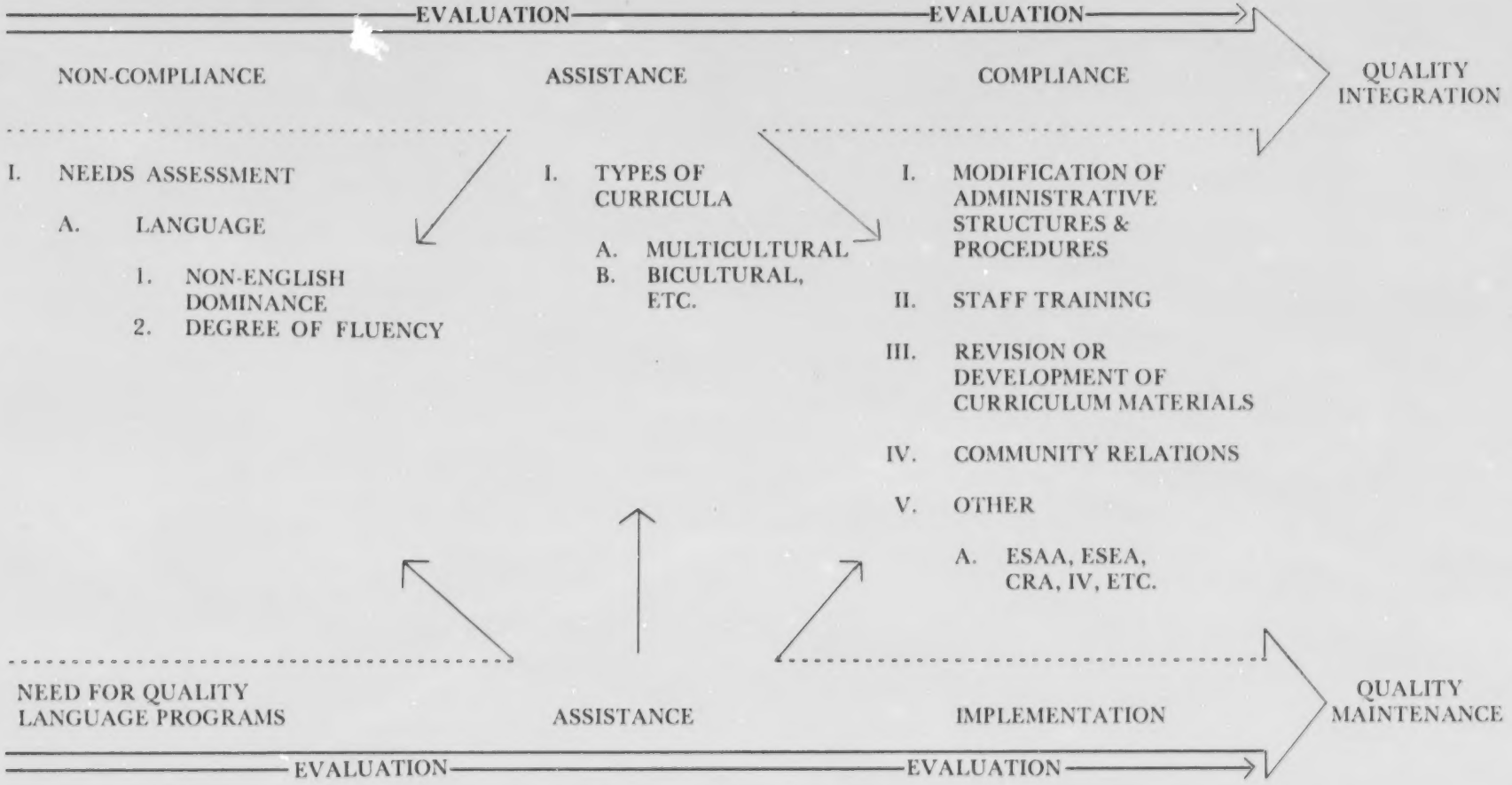
1. SDE
2. GAC "B" (9) Lau Centers

OCR

1. Reviews
2. Identification Non-compliance
3. "Lau Remedies"
4. CEP's

CACTI/SCHOOL DISTRICT

ACTIVITY PHASES



ESAA FUNDING OF BILINGUAL PROGRAMMING

(Reprinted by permission from Public Telecommunications Review, *July/August 1976. Published by the National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036.)*

For four years, the U.S. Office of Education, through the Emergency School Aid Act, has been funding the production of bilingual children's television series. These programs are made available to both commercial and noncommercial broadcasters for a small charge to cover the cost of distribution.

According to Dr. Dave Berkman, ESAA-TV Program Officer, $14,870,080 has been granted for bilingual programming during ESAA-TV's four years. What follows are descriptions of the funded programs.

Already Produced

Carrascolendas

The first 78 shows of a 130 half-hour program series for children 3 through 9. Each of these first 78 shows, which is part in English and part in Spanish, is a complete, single storyline musical comedy with an average of six original, fully scored, and frequently choreographed musical numbers. The series takes place in the mythical town of Carrascolendas—a set measuring almost 100 feet square with a dozen buildings surrounding a 50 foot square plaza. Each building interior is fully finished and furnished since all exteriors pull away to allow for complete camera access. Characters include Agapito Gomez y Gomez y Gomez—"the world's only bilingual lion"; Mable, the hip, black magician; and an assortment of zanies and straights, both Anglo and Latino. Action usually includes one or more slapstick bits in each program. The series content stresses affective (emotional and attitudinal) concerns. Evidence from its current PBS airing indicates that *Carrascolendas* appeals equally to both English and Latino youngsters. Produced under two successive funding awards totalling $3,120,809, to KLRN (TV), Austin, Texas.

Villa Alegre

The first 130 of 195 shows in this highly popular series of half-hour programs now airing on PBS. Like *Carrascolendas*, *Villa Alegre* is a Spanish-English series intended for both Anglo and Latino children 3 through 9. However, *Villa Alegre* (like *Sesame Street*), is a modularized (segmented) series, with each show consisting of perhaps a dozen different elements (many of them musical), shot half live-on-tape and half film. Film includes about half animation—both cel- and computer-generated. Each of the *Villa Alegre* shows concentrates on one of five content areas: food and nutrition; energy; environment; interpersonal relations; and man-made things. Produced under two awards totalling $5,160,000, plus a $1,000,000 grant from Exxon Foundation, to Bilingual Children's Television, Inc.

Mundo Real

The first 10 shows of a 30 half-hour program bilingual series for children 7 through 12, which is built around the continuing drama format popular with Latino audiences. The series focuses on a fictional mainland Puerto Rican family and the problems and opportunities faced by the children. Produced under a $250,000 award to Connecticut Public Television.

In Production

La Bonne Aventure

A bilingual series of 20, 15-minute programs, intended mainly for those children 4 through 8 from French-Canadian backgrounds in the upper Northeastern part of the United States, designed to prepare these children to overcome some of the cultural shock which many experience on entering Anglo-dominant schools. Produced under a $249,402 award to the Maine Public Broadcasting Network.

Carrascolendas

Fifty-two more shows of the 130 program bilingual Spanish-English series described above. These 52 programs will focus primarily on the activities of the children who reside in Carrascolendas, but will do so through a modular format. The emphasis on slapstick comedy, music and dance will remain. Produced under a $1,674,000 award to KLRN (TV), Austin.

Que Pasa, U.S.A.?

A series of 20 Spanish-English "sitcoms" for youngsters 12 and above, focusing on the generation gap in a typical Cuban-American family. Produced under two joint awards totalling $500,000 to Community Action and Research, and to WPBT-TV, Miami.

La Esquina (The Corner)

A series of 10 dramatic half-hour Spanish-English bilingual programs intended for Mexican-Americans 12 and above. Action will take palce in a soda shop frequented by the Chicano and Anglo adolescents around whose problems the series revolves. Produced under a $249,999 award to Southwest Educational Development Laboratory, Austin, Texas.

Mundo Real

Shows 11 through 30 of the series described above. Produced under two awards totalling $500,000 to Connecticut Public Television.

Villa Alegre

Shows 131 through 195 of the series described above. Produced under a $3,165,870 award together with a $1,000,000 grant from a private source to BC/TV, Inc., Oakland, California.

BILINGUAL PROGRAMS AND GRANTS IN INSTITUTIONS OF HIGHER EDUCATION

(Excerpt from Directory of Title VII ESEA Bilingual Education Programs: 1975-76, *published by the Dissemination and Assessment Center for Bilingual Education. For information on possible program additions or changes for the current year, contact the center at 6504 Tracor Lane, Austin, Texas 78721.)*

ARIZONA

Building capacity institutional assistance grants:

Northern Arizona University
Flagstaff, Arizona 86001
Attn: Elinor C. Kyte
College of Education
(602) 523-9011

Teachers and aides
Spanish

Pima Community College
Tucson, Arizona 85709
Attn: Department of Bilingual Education
(602) 884-6666

Aides
Spanish

University of Arizona
Tucson, Arizona 85721
Attn: Dr. Macario Saldate
College of Education
(602) 884-1461

Aides
Spanish

Graduate fellowship program:

Arizona State University
Tempe, Arizona 85281
Attn: College of Education
(602) 965-3306

Ph. D. degree program
14 fellowships
Spanish

CALIFORNIA

Building capacity institutional assistance grants:

California State University
Fullerton, California 92634
Attn: Arturo Franco
Title VII Bilingual/Bicultural Education Program
(714) 870-3994

Teachers and aides
Spanish

California State University Hayward, California 94542 Attn: Dr. Delmo Della-Dora College of Education (415) 881-3072	Aides
California State University 5151 State University Drive Los Angeles, California 90032 Attn: Charles F. Leyba Bilingual Teacher Training Center (213) 224-3676	Teachers: 17 undergraduate 26 graduate Spanish and Cantonese
College of Notre Dame Belmont, California 94002 Attn: Department of Bilingual Education (415) 593-1601	Teachers and aides Spanish
East Los Angeles College Los Angeles, California 90022 Attn: Armando M. Rodriguez Department of Bilingual Education (213) 263-7261	Teachers and aides Spanish
LaVerne College LaVerne, California 91750 Attn: Department of Bilingual Education (714) 593-3511	Aides Spanish
San Diego City College San Diego, California 92101 Attn: Dr. Jose Saldivar Department of Bilingual Education (714) 238-1181	Teachers and aides Spanish
San Diego State University 5544 1/2 Hardy Avenue San Diego, California 92182 Attn: Dr. M. Reyes Mazon Institute for Cultural Pluralism (714) 286-5193	Teachers and aides Spanish
University of San Francisco San Francisco, California 94117 Attn: College of Education (415) 666-6526	Teachers and aides Spanish

University of the Pacific
Stockton, California 95204
Attn: Dr. Augustine Garcia
College of Education
(209) 946-2011

Teachers and aides
Spanish

Training assistance grant:

San Bernardino County Schools
602 S. Tippecanoe Avenue
San Bernardino, California 92415
Attn: Henry F. Dalton
SABER: San Bernardino Area
Bilingual Education
Resources
(714) 383-1482

Paraprofessional training at
La Verne College, Chaffey College,
and San Bernardino Valley
Community College
Spanish

Graduate fellowship programs:

California State University
Bakersfield, California 93309
Attn: Dr. James D. Whitley
College of Education
(805) 833-2011

M.A. degree program
3 fellowships
Spanish

California State University
5151 State University Drive
Los Angeles, California 90032
Attn: Dr. Charles F. Leyba
College of Education
(213) 224-3676

M.A. degree program
21 fellowships
Spanish

California State University
6000 J Street
Sacramento, California 95819
Attn: Dr. Roberto Segura
School of Education
Bilingual Cross-Disciplinary
Graduate Fellowship Program
(916) 454-6840 or 451-4409

M.A. degree program
50 fellowships
Spanish and Cantonese

San Diego State University
5544 1/2 Hardy Avenue
San Diego, California 92182
Attn: Dr. M. Reyes Mazon
Institute for Cultural
Pluralism
(714) 286-5193

M.A. degree program
40 fellowships
Spanish

University of the Pacific
Stockton, California 95204
Attn: Dr. Augustine Garcia
College of Education
(209) 946-2011

Ed. D. degree program
20 fellowships
Spanish

FLORIDA

Training assistance grant:

Dade County Pubic Schools
1444 Biscayne Boulevard, Suite 305
Miami, Florida 33132
Attn: Norma C. De la Torre
Career Development for
Bilingual/Bicultural Education
(305) 350-3178 or 3179

85 teacher aides
55 teacher assistants
Spanish, French, Vietnamese,
and Miccosukee

Graduate fellowship programs:

Biscayne College
16400 N.W. Thirty-second Avenue
Miami, Florida 33160
Attn: Octavio Pino
Department of Bilingual
Education
(305) 625-1561, Ext. 128 or 129

M.A. degree program
18 fellowships
Spanish

Florida State University
Tallahassee, Florida 32306
Attn: College of Education
(904) 644-5553

Ph. D. degree program
5 fellowships
Greek

ILLINOIS

Building capacity institutional assistance grant:

Chicago Consortium of Colleges
and Universities
25 E. Jackson Boulevard
Chicago, Illinois 60604
Attn: Sylvia Rodriguez
(312) 922-3944

50 teachers and aides
Credit received from:
Chicago State, DePaul University,
Governors State University,
Loyola University, Mundelein
College, Northeastern Illinois
State College and University
of Illinois at Chicago Circle
Spanish

Graduate fellowship programs:

Chicago State University
6800 S. Stewart Avenue
Chicago, Illinois 60621
Attn: College of Education
(312) 224-3900

M.A. degree program
15 fellowships
Spanish

University of Illinois
Education Building
Urbana, Illinois 61801
Attn: Department of Bilingual Education
(217) 333-1000

Ph. D. degree program
10 fellowships
Spanish

KANSAS

Graduate fellowship programs:

University of Kansas
Lawrence, Kansas 66044
Attn: College of Education
(913) 864-2700

M.A. degree program
5 fellowships
Spanish

Wichita State University
Wichita, Kansas 67208
Attn: Kenneth Nickel
College of Education
Graduate Fellowship Program in Bilingual Education
(316) 689-3308

M.A. degree program
10 fellowships
Spanish

LOUISIANA

Building capacity institutional assistance grant:

Southeastern Louisiana University
Hammond, Louisiana 70401
Attn: College of Education
(504) 549-2000

Teachers
Italian

MASSACHUSETTS

Building capacity institutional assistance grant:

Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215
Attn: Dr. Maria Estela Brisk
School of Education
Bilingual Education Teacher Training Program
(617) 353-3260

70 teachers (B.S. and Ed. M. programs)
Spanish, Portuguese, and Greek

Graduate fellowship programs:

Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215
Attn: Dr. Maria Estela Brisk
School of Education
Bilingual Education Fellowship Program
(617) 353-3260

Ph.D. degree program
6 fellowships
Spanish

University of Massachusetts
Amherst, Massachusetts 01002
Attn: Dr. Silvia Viera
College of Education
(413) 545-0111

Ph.D. degree program
10 fellowships
Spanish

MICHIGAN

Training assistance grant:

School District of the City of Pontiac
350 Wide Track Drive
Pontiac, Michigan 48058
Attn: Porfirio Salas
Bilingual/Bicultural Teacher In-service Program
(313) 857-8443

15 teachers
Spanish

Building capacity institutional assistance grant:

Eastern Michigan University
Ypsilanti, Michigan 48197
Attn: College of Education
(313) 487-1849

Teachers
Spanish

Graduate fellowship program:

Michigan State University
East Lansing, Michigan 48823
Attn: College of Education
(517) 355-1855

M.A. degree program
5 fellowships
Spanish

MISSISSIPPI

Building capacity institutional assistance grant:

Mississippi State University
State College, Mississippi
Attn: College of Education
(601) 325-2131

Teachers
Choctaw

NEW JERSEY

Building capacity institutional assistance grants:

Georgian Court College
521 Princeton Avenue
Lakewood, New Jersey 08701
Attn: Rose Ortiz de Lopez
Department of Bilingual Education
(201) 363-5848

Teachers - undergraduate and graduate
Spanish

Kean College
Union, New Jersey 07083
Attn: Department of Bilingual Education
(201) 527-2000

Teachers - undergraduate and graduate
Spanish

Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, New Jersey 08903
Attn: Dr. E. C. Condon
Intercultural Relations and Ethnic Studies Institute
(201) 932-7588 or 247-3485

Teachers - graduate level
Spanish

Graduate fellowship program:

Seton Hall University (in collaboration with New York University, NYC)
South Orange, New Jersey 07079
Attn: Dr. John Tsu, Director
Dr. John Young, Co-Director
Chinese/Japanese/English Bilingual Institute
(201) 762-9000, Ext. 505

NEW MEXICO

Training assistance grants:

University of Albuquerque
Albuquerque, New Mexico 87120
Attn: Miguel Encinias
Central New Mexico Bilingual Program Consortium
(505) 831-1111

15 teacher trainees
Keres

Building capacity institutional assistance grants:

New Mexico Highlands University
Las Vegas, New Mexico 87701
Attn: Elias R. Bernal
Title VII Bilingual Education Program
(505) 425-7511, Ext. 281, 282, 283

Teachers
Spanish and Indian languages (various)

University of Albuquerque
Albuquerque, New Mexico 87120
Attn: Miquel Encinias
College of Education
(505) 831-1111

15 teachers
Spanish

Graduate fellowship programs:

New Mexico Highlands University
Las Vegas, New Mexico 87701
Attn: Elias R. Bernal
College of Education
(505) 425-7511, Ext. 281, 282, 283

M.A. degree program
15 fellowships
Spanish

New Mexico State University
Las Cruces, New Mexico 88001
Attn: Dr. Atilano A. Valencia
College of Education, Box 3AC
(505) 646-1407

Ph.D. degree program
10 fellowships
Spanish

University of New Mexico
Albuquerque, New Mexico 87106
Attn: Willie Sanchez
College of Education
(505) 277-2231

M.A. degree program
5 fellowships
Native American languages
Ph.D. degree program
25 fellowships
Spanish

NEW YORK

Building capacity institutional assistance grants:

Fordham University at Lincoln Center
113 W. Sixtieth Street
New York, New York 10023
Attn: Dr. Richard E. Baecher
Division of Curriculum and Teaching
School of Education
(212) 956-6628

50 paraprofessionals (undergraduate)
150 teachers from 5 local school districts (M.S. degree program)
Spanish and Italian

Hofstra University (in cooperation with BOCES)
Calkins Hall, Room 317
1000 Fulton Street
Hempstead, New York 11550
Attn: Dr. Isabel Cid Sirgado
School of Education
(516) 560-3868

65 teachers - undergraduate and graduate
Spanish

Long Island University
Zeckendorf Campus-Brooklyn Center
Brooklyn, New York 11201
Attn: Dr. Gladys Wolff
Department of Languages and Literature
(212) 834-6192

Teachers - undergraduate
Chinese, French, Italian and Spanish

State University of New York at Albany (in cooperation with Beacon School District)
1400 Washington Avenue
Albany, New York 12222
Attn: Dr. Carmen A. Perez or
Gilbert Sanchez
Bilingual/Bicultural Teacher Preparation Program
(518) 457-7539

Teachers - graduate program
Spanish

Graduate fellowship programs:

Fordham University at Lincoln Center
113 W. Sixtieth Street
New York, New York 10023
Attn: Dr. Richard E. Baecher
Division of Curriculum and Teaching
School of Education
(212) 956-6628

M.S. degree program, Professional Diploma progran, and doctoral studies
15 fellowships
Spanish and Italian

Hofstra University
Calkins Hall, Room 317
1000 Fulton Street
Hempstead, New York 11550
Attn: Dr. Isabel Cid Sirgado
School of Education
(516) 560-3868

M.A. degree program
20 fellowships
Spanish

New York University (in cooperation with Seton Hall University, New Jersey)
Room 735, East Building
Washington Square
New York, New York 10003
Attn: Dr. Pedro Algarin
Division of Foreign Languages and Bilingual Education
School of Education
(212) 598-2776

Ph.D. degree program
30 fellowships
Spanish and French

State University of New York at Albany
1400 Washington Avenue
Albany, New York 12222
Attn: Dr. Carmen A. Perez
School of Education
(518) 457-7539

Ph.D. degree program
15 fellowships
Spanish

PENNSYLVANIA

Graduate fellowship program:

The Pennsylvania State University
Computer-Assisted Instruction Laboratory
201 Chambers Building
University Park, Pennsylvania 16802
Attn: Dr. Lester S. Golub
Bilingual/Bicultural Teacher Training Program
(814) 865-0471

Ph.D. degree program
10 fellowships
Spanish

RHODE ISLAND

Building capacity institutional assistance grants:

Brown University
Box E
Providence, Rhode Island 02912
Attn: Nelson H. Vieira
(401) 863-1000

Undergraduate and graduate programs
Portuguese

Rhode Island College
Providence, Rhode Island 02908
Attn: Department of Bilingual Education
(401) 831-6600

Undergraduate and graduate programs
Portuguese and Spanish

TEXAS

Building capacity institutional assistance grants:

Pan American University
1201 West University Drive
Edinburg, Texas 78539
Attn: Dr. George A. Gonzalez
Bilingual/Bicultural Education Program
(512) 381-2671 or 2672

65 students - undergraduate and graduate
Spanish

St Edward's University
Center for Teaching and Learning
Austin, Texas 78704
Attn: Sister Marie Andre Walsh
(512) 444-2621

Teachers and aides
Spanish

Southwest Texas State University
San Marcos, Texas 78666
Attn: Carlos Rodriguez
Education Department
(512) 245-2369

Undergraduate program
Spanish

Texas A&I University in Kingsville
Campus Box 143
Kingsville, Texas 78363
Attn: Maria Barrera
(512) 595-3106

Bilingual assistant training program - undergraduate and graduate
Spanish

University of Texas at Austin
Office of Bilingual Education
Education Building 562
Austin, Texas 78712
Attn: Dr. George M. Blanco
(512) 471-3919

Undergraduate and graduate
Spanish

University of Texas at El Paso
College of Education
El Paso, Texas 79968
Attn: Dr. Marie E. Barker
BETO: Bilingual Education Training Opportunities
(915) 747-5597

110 students of elementary and secondary education
Spanish

Graduate fellowship programs:

Pan American University
1201 West University Drive
Edinburg, Texas 78539
Attn: Dr. George A. Gonzalez
Education Department
(512) 381-2671 or 2672

M.A. degree program
15 fellowships
Spanish

Texas A&I University in Kingsville
College of Education
Kingsville, Texas 78363
Attn: Dr. Mario Benitez
Fellowship Program in
Bilingual Education
(512) 595-3106

Ph. D. degree program
30 fellowships
Spanish

University of Houston
College of Education, CNI-SH 442
Curriculum and Instruction
Houston, Texas 77004
Attn: Dr. Max Castillo
Doctoral Bilingual Fellowship
Program
(713) 749-3611

Ph.D. degree program
15 fellowships
Spanish

University of Texas at Austin
Office of Bilingual Education
Education Building 562
Austin, Texas 78712
Attn: Dr. George M. Blanco
Bilingual Education Fellowship
Program
(512) 471-3919

M.A. degree program
10 Fellowships
Ph.D. degree program
10 fellowships
Spanish

University of Texas at El Paso
College of Education
El Paso, Texas 79968
Attn: Dr. Marie E. Barker
Bilingual Education Fellowship
Program
(915) 747-5597

M.A. degree program
5 fellowships

WASHINGTON

Graduate fellowship program:

University of Washington
Seattle, Washington 98105
Attn: College of Education
Bilingual Education Fellowship
Program
(206) 543-2100

M.A. degree program
8 fellowships
Ph.D. degree program
4 fellowships
Spanish

WISCONSIN

Building capacity institutional assistance grant:

The University of Wisconsin - Milwaukee
School of Education
Curriculum and Instruction
Milwaukee, Wisconsin 53201
Attn: Dr. Diana E. Bartley
Bilingual/Bicultural Education
(414) 963-5385

Teachers - undergraduate
and graduate
Spanish

CIVIL RIGHTS ACTIVITIES
GENERAL ASSISTANCE CENTERS

Type A General Assistance Centers provide help to local education agencies with desegregation issues and problems.

Type B (Lau) General Assistance Centers address themselves to the problems of non-English dominant students and assist school districts in complying with bilingual education regulations as enforced by the Office for Civil Rights.

GENERAL ASSISTANCE CENTERS - TYPE A

ALABAMA

Dr. Paul Fanning, Director
The University of Alabama
P.O. Box 6509
University, Alabama 35486
(205) 384-5152

ALASKA

Mr. Robert Arnold, Director
Alaska Native Foundation
515 D Street
Anchorage, Alaska 99501
(907) 274-5638

ARKANSAS

Dr. A. B. Wetherington
Ouachita Baptist University
Arkansas Technical Assistance Center
Arkadelphia, Arkansas 71923
(501) 246-4531, Ext. 294

CALIFORNIA

Dr. Leonard Beckum
Far West Laboratory for Educational
Research & Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3079

CONNECTICUT

Mr. James Barnes
University of Hartford
New England Equal Education Center
69 Lafayette Street
Hartford, Connecticut 06103
(203) 522-7166

FLORIDA

Dr. Gordon Foster, Director
University of Miami
School of Education
P. O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

GEORGIA

Dr. Morill M. Hall, Director
University of Georgia
Center for Educational Improvement
G-12 Aderhold Hall
Athens, Georgia 30602
(404) 542-1821

HAWAII

Dr. Melvin Ezer
University of Hawaii
College of Education
Department of Educational Foundations
2444 Dole Street
Honolulu, Hawaii 96822
(808) 948-7859/8658

ILLINOIS

Mr. David G. Henry, Project Director
National College of Education
Center for Multi-Cultural Education
2840 Sheridan Road
Evanston, Illinois 60201

INDIANA

Mr. Sam Mercantini, Director
Indiana University Foundation
IUPUI
902 N. Meridian Street
Indianapolis, Indiana 46204
(317) 264-4628

LOUISIANA

Dr. Eldridge Gendron
Educational Resource Center
Alcee Fortier Hall, Room 312
Tulane University
New Orleans, Louisiana 70118
(504) 866-5427

MICHIGAN

Dr. Charles D. Moody, Sr., Director
Program for Educational Opportunity
University of Michigan
1046 School of Education
Ann Arbor, Michigan 48105
(313) 764-1171

MINNESOTA

Dr. George D. King, Project Director
Minnesota Contractors Resource Center
2829 University Avenue, S.E., Room 602
Minneapolis, Minnesota 55414
(612) 376-4848 or 376-3909

MISSISSIPPI

Dr. Norvel Burkett, Director
Mississippi State University
Division of Continuing Education
Drawer NX
Mississippi State, Mississippi 39762
(601) 325-4030

MISSOURI

Dr. Charles Rankin
General Assistance Center
University of Missouri
408 Hitt Street
Columbia, Missouri 65201
(314) 882-6294

NEW MEXICO

Dr. Ernest Gurule
Regents of The University of
New Mexico
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5706

NEW YORK

Mr. Warren Halliburton
Teachers College, Columbia University
Institute for Urban Minority
Education
525 West 120th Street
New York, New York 10027
(212) 678-3350

NORTH CAROLINA

Dr. Clinton R. Downing, Director
East Carolina University
General Assistance Center
P. O. Box 2706
Greenville, North Carolina 27834
(919) 758-6704

OHIO

Dr. James E. Ervin, Project Director
KEDS - General Assistance Center
Kent State University
301 Wright Hall
Kent, Ohio 44242
(216) 672-2828 or 672-2121

OKLAHOMA

Dr. Joe Garrison, Director
Consultative Center for EEO
University of Oklahoma
555 Constitution Avenue
Norman, Oklahoma 73069
(405) 525-1841

OREGON

Dr. Ralph T. Nelsen
School of Education
Portland State University
P.O. Box 715
Portland, Oregon 97207
(503) 289-4624

PENNSYLVANIA

Dr. Ogle Duff, Director
General Assistance Center on School Desegregation and Conflict
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, Pennsylvania 15260
(412) 624-5865

SOUTH CAROLINA

Dr. Richard Kemper, Director
University of South Carolina
College of Education
Columbia, South Carolina 29208
(803) 777-6513

TENNESSEE

Dr. Frederick P. Venditti, Director
224 Henson Hall
Educational Planning Center
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-6638

UTAH

Mr. Richard Thomas
Weber State College
3750 Harrison Boulevard
Ogden, Utah 84408
(801) 399-5941, Ext. 576

VIRGINIA

Dr. Howard W. Allen, Director
Consultative Resource Center
University of Virginia
School of Education
Ruffner Hall, Emmet Street
Charlottesville, Virginia 22903
(804) 924-3707 or 3725

GENERAL ASSISTANCE CENTERS–TYPE B (LAU)

AREA A: *Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, Virgin Islands*

Dr. Charles C. Harrington, Director
Dr. Clara V. Velazquez, Associate Director
Bilingual GAC (Box 11)
Teachers College, Columbia University
New York, New York 10027
(212) 678-3155

AREA B: *Alabama, Delaware, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia*

Dr. Gordon Foster, Director
Mrs. Rosa Feinberg, Associate Director
University of Miami (Lau)
School of Education
P.O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

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AREA F: *Arizona, Nevada, New Mexico*

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AREA G: *That part of California south of the northern boundaries of San Luis Obispo, Kern, and San Bernardino Counties*

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AREA H: *That part of California not included in Area G*

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AREA I: *Alaska, Hawaii, Idaho, Oregon, Washington, Guam, Trust Territories, American Samoa*

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A SELECTIVE EDUCATIONAL BIBLIOGRAPHY OF INFORMATION AND RESOURCES USEFUL IN MEXICAN AMERICAN EDUCATION

(Prepared by Joe R. Gonzales, Southwest Bilingual Education Training Resource Center, College of Education, University of New Mexico, Albuquerque 87131.)

Introduction

This is a representative Mexican American bilingual education bibliography rather than an exhaustive one. Certain items are included solely for their educational and cultural historical value, and some promising items were not included because they were not readily available. It is important to note that the inclusion of an item in the list is not necessarily a recommendation of an item, or of the thesis it advances. An attempt has been made simply to report, with brief comment at best, what has been written in this field and which, to the best of the compiler's knowledge, is readily available.

Purpose

The purpose of this bibliography is to bring up to date the list of current resources on bilingual/bicultural education which can be used for professional reference.

Academia de la Nueva Raza. *El Cuaderno.* Edited by Estevan Arellano, Dixon, NM, 1972. The Chicano culture in northern New Mexico.

Acuna, Rodolfo. *Occupied America—The Chicano's Struggle Toward Liberation.* Harper & Row Publishers, New York, NY, 1972. The text will find many applications in Chicano study courses, especially those emphasizing Chicano history or Southwest history.

Alegria, Juana Armanda. *Psicologia de las Mexicanas.* Editorial Samo, Coyoacan, Mexico, 1975. A well-researched psychological and sociological study of *la mujer mexicana,* in Spanish.

Alexander, David, and Alfonso Nava. *The How, Where, When and Why of Bilingual Education: A Concise and Objective Guide for School District Planning.* R & E Research Associates, San Francisco, CA. A storehouse of information for school district personnel which will answer all questions necessary for bilingual programs.

Anaya, Rudolfo A. *Bless Me Ultima.* Tonatiuh International, Berkeley, CA, 1972. The best-seller Chicano novel pertaining to the ancient Spanish culture in northern New Mexico.

——. *Heart of Aztlan.* Justa Publications, Berkeley, CA, 1976. Deals with the problems of a family adapting to a new environment and its struggle to maintain its distinct identity.

Armas, Jose. *La Familia de la Raza.* Jose Armas, 1972. Home Education Livelihood Program, Albuquerque, NM. Gives a background on the Chicano movement and how *la Familia Chicana* contains the basic elements of direction and foundation for a truly human way of life which will allow people to do more than merely survive.

Azuela, Mariano. *The Underdogs.* New American Library, New York, NY, 1962. (Spanish and English) The greatest novel of the Mexican Revolution that shows the atrocities and the pessimism of one faction of the Mexican Revolution.

Banks, James A., and William W. Joyce. *Teaching Social Studies to Culturally Different Children.* Addison-Wesley Publishing Co., Reading, MA, 1971. How to teach social studies to Black children.

Batchen, Lou Sage. *Las Placitas.* Tumbleweed Press, Placitas, NM, 1972. This manuscript narrates the historical facts and legends of a village built upon the ruins of a long-forgotten Indian pueblo; present reminders of such vanished people are significant.

Beard, Ruth M. *An Outline of Piaget's Developmental Psychology.* Basic Books, New York, NY, 1969. The learning process of the child from the beginning to maturity and intelligence. A guide to understanding the most influential child psychologist in the world today.

Board of Cooperative Educational Services of Nassau County. *While You're At It.* Reston Publishing Co., Reston, VA, 1976. Two hundred ways to help children learn; for preschool and kindergarten.

Burma, John H. *Mexican Americans in the United States.* Schoenkman Publishing Co., Cambridge, MA, 1970. A large researched study of Mexican Americans in different areas. The author's aim is to present a multiplicity of aspects and a multiplicity of points of view, to the judgment of the reader to recognize and evaluate each differing approach.

Cabrera, Ysidro Arturo. *A Study of American and Mexican American Culture Values and Their Significance in Education.* R & E Research Associates, San Francisco, CA. A very comprehensive and thorough study of education as it applies to the values of Mexican Americans.

Candelaria, Nick. *The Vanishing Culture–La Cultura Disvaneciente.* Bishop Printing & Litho Co., Portales, NM, 1973. A brief history of the Spanish culture in New Mexico. Mentions different aspects such as the language, the dances, medicinal herbs.

Cartel. *Cartel: Annotations and Analysis of Bilingual Multicultural Materials.* Vol. IV, No. 1, Fall 1976, and Vol. IV, No. 2, Winter 1976-77. Dissemination and Assessment Center for Bilingual Education, Austin, TX. Cartel is an informative listing for educators, librarians, and others interested in materials for bilingual/multicultural education.

___. *Cartel: Annotated Bibliography of Bilingual Bicultural Materials.* Vol. III, No. 4, June 1976. Dissemination and Assessment Center for Bilingual Education, Austin, TX. The annotated listings provide project personnel with information about relevant bilingual/bicultural materials for their programs. The descriptions attempt to inform rather than to recommend or disparage.

Carter, Thomas P. *Mexican Americans in School: A History of Educational Neglect.* College Entrance Examination Board, New York, NY, 1970. A large researched study on the problems and solutions of the Mexican Americans, with an overview of the culture.

Casso, Henry J., and Gilbert D. Roman. *Chicanos in Higher Education.* University of New Mexico Press, Albuquerque, NM, 1976. The proceedings of the institute published here propose higher education reforms such as open universities, flexible admission standards, Chicano colleges, and increased financial aid. Also discussed is the employment of Chicanos as faculty members and administrators in institutions of higher learning, and ways to improve Chicano participation in these areas.

Cazden, Courtney B.; Vera P. John; and Dell Hymes. *Functions of Language in the Classroom.* Teachers College Press, Columbia University, New York, 1972. Much of the difficulty in American classrooms today arises out of conflict and confusion on the part of the teachers and students about the norms for interpreting communication.

Center for Applied Linguistics. *Reference List of Materials for English as a Second Language.* Center for Applied Linguistics, Arlington, VA. This list is a comprehensive annotated bibliography of materials produced between the years 1953-1963.

Chapman, Al. *A Coloring Book of New Mexico Santos.* Sunstone Press, Santa Fe, NM, 1973. The following list acknowledges the major collections from which the materials in this book have been drawn: Museum of New Mexico, Taylor Museum in Colorado Springs, and the Harwood Foundation in Taos.

Chavez, Tibo J. *New Mexican Folklore of the Rio Abajo.* Bishop Printing Co., Portales, NM, 1972. A collection of works designed to portray the early Spanish and Indians of the Rio Abajo.

Cheyney, Arnold B. *Teaching Children of Different Cultures in the Classroom.* Bell & Howell Co., Columbus, OH. This second edition is not only more inclusive of minority groups but also moves into the preschool instructional area. Some of the most exciting instruction to be experienced is in nursery and kindergarten classes.

Cobos, Ruben. *Refrances Espanoles del Sudoeste (Spanish Proverbs of the Southwest).* San Marcos Press, Cerrillos, NM, 1973. Exhaustive collection representing a total of 1,697 *dichos*, including variant forms.

Coles, Robert. *The Old Ones of New Mexico.* Anchor Press/Doubleday, Garden City, NY, 1975. An eloquent and perceptive book about an extraordinary group of *viejitos* (older ones) in northern New Mexico, their history, customs, and habits.

Cordasco, Francesco. *Bilingual Schooling in the United States (A Source Book for Educational Personnel).* Webster Division, McGraw Hill Book Co., New York, 1976. Includes articles on historical background, typology, and definitions; selections on linguistic perspectives; a complete section on how to set up bilingual programs and the staff development to support them; and overview of all the legislation affecting the field; descriptions of model programs around the country; a complete bibliography and reference section. An overview of court decisions and legislation affecting bilingual education, and program and project descriptions.

Cordova, Gilberto Benito. *Abiquiu and Don Cacahuate: A Folk History of a New Mexican Village.* San Marcos Press, Los Cerrillos, NM, 1973. The author knows intimately the village and the people about which he writes with obvious affection.

Cortes, Carlos. *Hispano Culture of New Mexico.* Arno Press, New York Times Co. One of the richest aspects of the Chicano cultural mosaic is that of the Hispanos of New Mexico. With roots and traditions stretching back over centuries, the Hispano culture has developed into a special and distinctive part of the Mexican American and United States heritage.

———. *The Mexican American.* Arno Press, New York Times Co. The recent emergence of Chicano Studies has produced a multitude of bibliographies on the Mexican American. However, long before the advent of the Chicano Studies era, a handful of pioneering scholars had already broken ground in the painstaking task of developing guides.

Culp, Alice B. *A Case Study of 35 Mexican American Families with Special Reference to Mexican Children.* R & E Research Associates, San Francisco, CA. An unusual approach concentrating on the children. An early study with validity.

Cumberland, Charles C. *Mexican Revolution—The Constitutionalist Years.* University of Texas Press, Austin, TX, 1952. An excellent study of the political and military phases of the Madero revolt versus the Dictator Porfirio Diaz; a study essential to understanding the modern Mexico.

Davis, Larry Nolan, and Earl McCallon. *Planning, Conducting, and Evaluating Workshops.* Learning Concepts, Austin, TX, 1974. The book's theory, methods, and procedures provide a systematic guide to successful small or large group learning activities, workshops, conferences, staff development programs, in-service training sessions, and high school and college classes.

Dinkmeyer, Don, and Jon Carlson. *Consulting–Facilitating Human Potential and Change Processes.* Charles E. Merrill Publishing Co., Columbus, OH, 1973. This text is intended for basic courses in pupil personnel work offered to administrators, school counselors, psychologists, and social workers. It is also designed as a basic text in consultation.

Dreiburs, Rudolf. *Psychology in the Classroom.* Harper & Row, New York, NY. A practical manual providing the prospective and in-service teacher with the background information and methods necessary to deal effectively with behavior problems and learning deficiencies of students.

Drum, Stella. *Down the Santa Fe Trail into Mexico.* William Gannon, Santa Fe, NM, 1975. The diary of Susan Shelby Magolfin, 1846-1847.

Dunn, Lynn P. *Chicanos: A Study Guide and Source book.* R & E Research Associates, San Francisco, CA, 1975. An excellent basic text for Chicano studies; Chicano identity, conflict, integration, and nationalism.

Durkin, Dolores. *Phonics, Linguistics and Reading.* Teachers College Press, Columbia University, New York, NY. This volume is designed to offer practical help for more effective teaching of phonics, in light of the tremendous influence linguistics has had on reading over the past decade.

Ellis, Richard N. *New Mexico Past and Present.* University of New Mexico Press, Albuquerque, NM, 1971. This book spans all of New Mexico history, with emphasis on those controversies still unsettled. Each section is by a leading historian.

Engle, Patricia Lee. *The Use of Vernacular Languages in Education.* Center for Applied Linguistics, Arlington, VA, 1975. This survey treats the literature relating to the possible advantages of teaching initial reading and subject matter in a child's native language before introducing him/her to instruction in a second language.

Epps, Edgar G. *Cultural Pluralism.* McCutchan Publishing Co., Berkeley, CA. The proper role of the schools in socialization is a matter of great concern to social scientists, educators, and policy makers. This book sets forth in bold terms why the "melting pot" characterization of American society must give way to the realities of a pluralistic society.

Espinosa, Gilberto, and Tibo J. Chavez. *El Rio Abajo.* Bishop Publishing Co., Portales, NM. This book deals primarily with the story of Belen, New Mexico, but identifies at every turn of the road with the entire region of the Rio Abajo, from Isleta pueblo on the north to Sabinal on the south.

Farge, Emile J. *La Vida Chicana: Health Care Attitudes and Behaviors of Houston Chicanos.* R & E Research Associates, San Francisco, CA, 1975. An increasing number of social scientists have become actively engaged in teaching and research roles in medical schools, nursing schools, schools of public health, health care and hospital administration, and health research and action organizations.

Fishman, Joshua A. *Bilingual Education–An International Sociological Perspective.* Newbury House, Rowley, MA, 1976. The author views bilingual education as an enrichment for all rather than merely as compensation for down-and-out minorities. Recommended for teachers, teacher-trainees, and educational administrators.

Freire, Paulo. *Pedagogy of the Oppressed.* Seabury Press, New York, 1970. Evolves on a theory of education based on the conviction that any human being, educated or noneducated, is capable of serving his personal and social reality.

Fuchs, Estelle, and Robert J. Havighurst. *To Live on this Earth: American Indian Education.* Anchor Press/Doubleday, Garden City, NY, 1973. Examined here is every facet of Native American education.

Furness, Pauline. *Role-Play in the Elementary School.* Hart Publishing Co., New York, NY, 1976. Presents the rationale behind role-play in the elementary school. Its focus is practical; it explains exactly and clearly how to make this valuable technique an integral part of the curriculum.

Furth, Hans G. *Piaget for Teachers.* Prentice-Hall, Englewood Cliffs, NJ, 1970. The best available presentation of key aspects of Piaget's philosophy, theory, and findings that have immediate relevance and critical implications for the educational process.

Galicia, Homero H. *Chicano Alternative Education.* U.S. Office of Education, Washington, DC, 1974. The Chicano alternative schools described in this volume reflect a vast diversity in structure, focus, and goals.

Gamio, Manuel. *Mexican Immigration to the United States.* Dover Publications, New York, NY, 1971. A study of human migration and adjustment.

Garcia, Chris F. *La Causa Politica–A Chicano Politics Reader.* University of Notre Dame, Notre Dame, IN, 1974. This collection is intended to bring together many of the best writings on the subject of Chicano politics and make them available for use in the classroom, as well as for the perusal of any interested person. The collection does not intend to point a direction that Chicano politics should take but to present some variety of viewpoints on the state of things, the reasons behind them, and the present currents of *La Causa Politica.*

Garcia, Ricardo. *Learning in Two Languages.* Phi Delta Kappa Educational Foundation, Bloomington, IN.

Galarza, Ernesto; Herman Gallegos; and Julian Samora. *Mexican-Americans in the Southwest.* McNally & Loftin, Santa Barbara, CA, 1969, 1970. The effects of farm mechanization, urban redevelopment, population squeeze, and other root causes of upheaval on Mexican American communities in California, Texas, Arizona, New Mexico, and Colorado.

Gollnick, Donna M.; Frank H. Klassen; and Joost Yff. *Multicultural Education and Ethnic Studies in the United States.* American Association of Colleges

for Teacher Education, Washington, DC, 1976. An analysis and annotated bibliography of selected documents in ERIC (Educational Resources Information Centers).

Gomez, Rudolph. *The Changing Mexican-American.* University of Texas at El Paso, TX, 1972. The articles that bear being selected for this volume represent an overview of Chicanos in the United States.

Gonzales, Dolores. *Canciones y Juegos de Nuevo Mexico (Songs and Games of New Mexico).* A.S. Barnes and Co., Cranbury, NJ, 1974. A folklore of the Spanish culture.

Gonzales, Nancie L. *The Spanish-Americans of New Mexico.* University of New Mexico Press, Albuquerque, NM, 1967. The story of the Spanish Americans of New Mexico from 1598 to the present.

Grebler, Leo; Joan W. Moore; and Ralph C. Guzman. *The Mexican American People.* Free Press, New York, NY, 1970. The most comprehensive study to date of the position in urban areas of the nation's second largest minority. The authors view the Mexican American people both as an ethnic minority and as a part of the broader American populace. The analysis ranges over historical, cultural, religious, and political perspectives, the class structure, the family, and the Mexican American individual in a changing social world.

Gross, Lynne. *Animales y Numeros (Animals and Numbers).* Gross Enterprises, Manhattan Beach, CA, 1971. Designed to teach English to Spanish-speaking children and Spanish to English-speaking children, with an emphasis on developing basic concepts necessary for everyday living.

Grove, Pearce S.; Becky J. Barnett; and Sandra J. Hanses. *New Mexico Newspapers.* University of New Mexico Press (in cooperation with Eastern New Mexico University), Albuquerque, NM, 1975. The most complete inventory ever compiled of newspapers published in the state and territory of New Mexico from 1835 to the present.

Guzman, Martin Luis. *Memories of Pancho Villa.* University of Texas Press, Austin, TX, 1975. Translated by Virginia H. Taylor. An account of Pancho Villa's life up until 1915.

Haddox, John G. *Vasconcelos de Mexico.* University of Texas Press, Austin, TX, 1967. Vasconcelos was driven by the desire to gain a complete and comprehensive vision of reality, employing his own aesthetic emotive method and a poetic mode of expression.

Hardgrave, Robert L., and Santiago Hinojosa. *The Politics of Bilingual Education: A Study of Four Southwest Texas Communities.* Sterling Swift Publishing Co., Manchaca, TX, 1975. A study of four southwest Texas communities: Laredo, Del Rio, Crystal City, and Sonora.

Harris, David. *Testing English as a Second Language.* McGraw-Hill Book Co., New York, 1969. Will enable the teacher to improve his or her own classroom measures and assist in selecting, administering, and interpreting standardized tests.

Hawley, Robert C., and Isabel L. Hawley. *Human Values in the Classroom.* Hart Publishing Co., New York, 1975. This book presents practical ways to create a classroom climate which promotes personal and social growth.

Helm, June. *Spanish-Speaking People in the United States.* University of Washington Press, Seattle and London, 1968. A study from the anthropological point of view of Spanish-speaking groups.

Henderson, Ellen C. *Teaching Reading to Bilingual Children.* Exposition Press, New York, 1972. Furnishes a review of pertinent facts for teachers who hope to guide learners of all ages and abilities to reading success. It includes spelling, writing, talking, and ideas that will be of interest to parents. Its aim is to close the chasm between silent reading and the oral response.

Hernandez, Luis F. *Aztlan–The Southwest and Its People.* Hayden Book Co., Rochelle Park, NJ, 1975. A study of the Mexican Americans from the beginning explorers of Aztlan to the late 60's.

Hernandez-Pradeau, Luis F. *The Mexican American in the Schools: Prototype for In-Service Programs on the Mexican American.* R & E Research Associates, San Francisco, CA. This study will give educators a clear understanding of Mexican American culture and current problems in the community.

Herndon, James. *How To Survive in Your Native Land.* Bantam Books, New York, 1971. The challenge of trying to break through the core of what teaching is all about; this marvelous book has the pace, the power, the inventiveness and fascination of the richest sort of fiction.

Hodges, Richard E., and E. Hugh Rudorf. *Language and Learning To Read: What Teachers Should Know About Language.* University of Nebraska, Lincoln, NB. Teacher competence in the language and language-related disciplines described in this book is not a luxury but a necessity if the problem of illiteracy is ultimately to be solved.

Hoffman, Abraham. *Unwanted Mexican Americans in the Great Depression.* University of Arizona Press, Tucson, AZ, 1974. This presentation concentrates mainly on the recrossing of the United States-Mexican border by Mexican *repatriodos* during the years of the Great Depression, 1929-1939. It spotlights the federal and local bureaucratic procedures by which more than four hundred thousand people made the trip in a six-year period.

Horgan, Paul. *Lamy of Santa Fe.* Farrar, Straus, and Giroux, New York, 1975. The author gives us Lamy's definitive biography in a life filled with hardy, often extraordinary adventure. It is a chronicle sustained by Lamy's magnificent strength of character, which grew and deepened during his life.

Howe, Leland W., and Mary Martha Howe. *Personalizing Education.* Hart Publishing Co., New York, 1973. Values clarification has become an immensely popular teaching concept. This book explains just how and why the valuing process can be made to permeate the total education process.

Isaacs, Nathan. *A Brief Introduction to Piaget.* Agathon Press, 1960. This short and distinguished book is a distillation of some of Piaget's ideas so that they can be understood by the layman. The author translates these exciting but difficult theories into clear, readable essays.

Jaramillo, Nash. *Spanish Civilization and Culture of the Southwest.* Nash Jaramillo, 1973. A short history of New Mexico since the beginning until establishment of the territory of New Mexico.

Kiev, Ari. *Curanderismo: Mexican American Folk Psychiatry.* Free Press, a Division of the Macmillan Co., New York, 1972. Instructive cross-cultural references to the Aztec and Mazan traditions, the differences between Mexican American and Puerto Rican folk psychiatry.

Kozloff, Martin Alan. *Educating Children with Learning/Behavior Problems.* John Wiley & Sons, New York, 1974. Written for teachers, parents, speech and language therapists, clinicians, and school administrators working to educate children with a variety of learning and behavior problems—the autisic child, the mentally retarded child, the child with speech or language problems, the oppositional child.

Krumgold, Joseph. *And Now Miguel.* Thomas Y. Crowell Co., New York, 1953. This is the story of Miguel Chavez who held in his heart a secret wish and yearned to go with the men of his family to the Sangre de Cristo Mountains.

Lambert, W., and G.R. Tucker. *Bilingual Education of Children.* Newbury House Publishers, Rowley, MA, 1972. (The Lambert Experiment.) The research described is aimed at developiing motive life skills in a second language by having that language used as a main medium of instruction during the elementary school years.

Lampe, Philip E. *Comparative Study of Assimilation of Mexican Americans: Parochial Schools Versus Public Schools.* R & E Research Associates, San Francisco, CA, 1975. The objectives of this study were twofold: to discover to what extent the Mexican/American has been assimilated into Anglo societies in San Antonio, Texas; and to ascertain whether this social process is more or less successful or pronounced in the public school system as compared to the parochial school system.

Larralde, Carlos. *Carlos Esparaza: A Chicano Chronicle.* R & E Research Associates, San Francisco, CA. Esparaza was an ardent leader who united Chicanos to fight the Texas Rangers and struggle to protect their land from American squatters.

Levine, Elaine Sue. *Ethnic Esteem Among Anglo, Black and Chicano Children.* R & E Research Associates, San Francisco, CA, 1976. This experimental population included second- and fifth-grade students from a Midwestern elementary school in which Anglos, Blacks, and Chicanos attended in approximately equal proportions.

Litsinger, Dolores Escobar. *The Challenge of Teaching Mexican American Students.* American Book Co., New York, 1973. This book presents the case for educational reform as objectively as possible from within the ethnic group itself.

Lopez, Thomas R., Jr. *Prospects for the Spanish American Culture of New Mexico.* R & E Research Associates, San Francisco, CA, 1974. Spanish Americans have been citizens of the United States since 1848 under the terms of the Treaty of Guadalupe-Hidlago, yet they remain outside the mainstream of American life.

Madsen, William. *The Mexican Americans of South Texas.* Holt, Rinehart, and Winston, New York, 1964. These case studies in cultural anthropology are designed to bring to students in beginning and intermediate courses in the social sciences insights into the richness and complexity of human life as it is lived in different ways and in different places.

Manuel, Herschel T. *Spanish-Speaking Children of the Southwest.* University of Texas Press, Austin, TX, 1965. Concerned with children's education and their public welfare; their problems and possible solutions.

Marquez, Gabriel Garcia. *Cien Anos de Soledad.* Editorial Sud-Americana, Buenos Aires, 1976. Considered by critics as the best novel to come out of Latin America.

Matthiessen, Peter. *Sal Si Puedes.* Dell Publishing Co., New York, 1963. The story of Cesar Chavez and the New American Revolution. La Causa (farmworkers) has become the greatest agricultural labor strike in the history of the United States.

McWilliams, Carey. *North from Mexico.* Greenwood Press, New York, 1968. This is a persistent cry in a wilderness of neglect, mistreatment, and ignorance on the part of those who became dominant after the American occupation of the Southwest.

Meguire, Katherine Hollier. *Educating the Mexican Child in the Elementary School.* R & E Research Associates, San Francisco, CA, 1938. The purpose of this study is to present methods and procedures that may be employed in the elementary schools in coping with the major problems that confront teachers of Mexican children.

Meyen, Edward L.; Glenn A. Vergason; and Richard J. Whelan. *Strategies for Teaching Exceptional Children.* Love Publishing Co., Denver, CO, 1972. Current information on significant activities and issues in special education.

Milor, John H. *Historietas en Espanol.* National Textbook Co., Skokie, IL, 1973. Intended for those who have gone far enough in their study of Spanish to read for enjoyment and for further development of vocabulary.

Montessori, Maria. *The Secret of Childhood.* Fides Publishing Co., 1966. This book describes the child with warmth and with the exactness of a scientist. It also discusses the array of materials and techniques needed to release his/her learning potential.

Montez, Philip. *Some Differences in Factors Related to Educational Achievement of Two Mexican American Groups.* R & E Research Associates, San Francisco, CA, 1960. The objective of this study was to determine the attitudes and thinking of Mexican Americans who attend universities in contrast to those who do not attend.

Moquin, Wayne, and Charles Van Doren. *A Documentary History of the Mexican Americans.* Praeger Publishers, New York, 1971. A comprehensive view of Mexican/American history from 1536 to the present.

National Board on Graduate Education. *Minority Group Participation in Graduate Education.* National Board on Graduate Education. In implementing its mandate from the Conference Board of Associated Research Councils, the National Board on Graduate Education early identified the subject of this report as having high priority in any thorough analysis of graduate education and its relation to American society in the future.

National Institute of Education. *Catalog of Education Products, Volumes 1 and 2.* U.S. Department of Health, Education, and Welfare, Washington, D.C. To inform educational practitioners, developers, policy makers, and publishers about a wide range of school oriented products developed with federal research and development funds.

Nava, Julian. *Mexican Americans: A Brief Look at Their History.* Anti-Defamation League of B'nai B'rith, New York, 1970. Julian Nava, a nationally known leader among Mexican Americans, brings to this book the rich experiences of extensive study, penetrating research, and innovative ideas about bicultural education.

____. *Mexican Americans–Past, Present, and Future.* American Book Co., New York, 1969. This book relates the history, sociological, political, and economic problems of the Mexican American.

Nogales, Luis G. *The Mexican American.* Stanford University, Palo Alto, CA, 1969. A selected and annotated bibliography.

Ohannessian, Sirapri. *Reference List of Materials for English as a Second Language.* Center for Applied Linguistics, Arlington, VA, 1964. A comprehensive list of annotated bibliographies produced from 1953 to 1963.

Olgletree, Earl J., and David Garcia. *Education of the Spanish-Speaking Urban Child.* Charles C. Thomas, Springfield, IL, 1975. This volume explores the social, cultural, linguistic, educational, and psychological barriers that Chicanos confront in attempting to enter the mainstream of middle-class America.

Oliver, Joseph D. *Los Ojos–A Study of Bilingual Behavior.* R & E Research Associates, San Francisco, CA, 1964. A study of bilingual behavior in the area of Tierra Amarilla, New Mexico.

Oller, John W., and Jack C. Richards. *Focus on the Learner: Pragmatic Perspectives for the Language Teacher.* Newbury House Publishers, Rowley, MA. This book of readings has been prepared primarily for language teachers. It should also be useful for linguists, psycholinguists, and other theoreticians who are inclined toward practical theories of language and learning.

Ortego, Philip D. *We Are Chicanos.* Washington Square Press, New York, 1973. An anthology of Mexican American literature.

Ortiz, Alfonso. *The Tewa World.* University of Chicago Press, Chicago and London, 1969. A penetrating analysis of the belief systems of the Tewa as they relate to their social institutions. Employing modern structural theory, the author focuses on the ideas, rules, and principles of Tewa culture as reflected by their mythology, world view, and ritual.

Padilla, Amado M., and Rene A. Ruiz. *Latino Mental Health.* U.S. Department of Health, Education, and Welfare, Washington, DC, 1973. Presents the mental health aspects of Spanish-speaking individuals in the country from a broad interdisciplinary viewpoint.

Paredes, Americo, and Raymund Paredes. *Mexican American Authors.* Houghton Mifflin Co., Boston, 1972. Contains various selections written by Mexican Americans about personal and sometimes tragic experiences.

Paulston, Christina Bratt. *Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education.* Center for Applied Linguistics, Arlington, VA, 1974. A review of literature on a selected language problem and summary comments on bilingual education.

_____. *Teaching English as a Second Language (Techniques and Procedures).* Winthrop Publishers, Cambridge, MA. This book emphasizes uniquely the techniques of language learning and what the teacher is supposed to say and do in the actual classroom situation.

Paz, Octavio. *The Labyrinth of Solitude–Life and Thought in Mexico.* Grove Press, 1961. The best and most penetrating study of *el mexicano* today.

Pearce, T.M., and Catherine Delgado Espinosa. *Stories of the Spanish Southwest–Cuentos de los Ninos Chicanos.* Aiken Printing Co., Albuquerque, NM, 1973. Contains six stories which open the way to understanding how diverse and yet similar communities are in the region, whether Spanish or Anglo, each adding a cultural dimension to the other.

Piaget, Jean. *The Language and Thought of the Child.* New American Library, New York. Piaget has established a new direction in the development of language and thought in the children's mental apparatus.

Pialorsi, Frank. *Teaching the Bilingual.* University of Arizona, Tucson, AZ, 1974. This book represents an extremely varied mixture of subject matter and approaches including opinions and convictions with respect to the problems of bilingual and bicultural students.

Pino, Frank. *Mexican Americans, Volumes I and II.* University of Texas, San Antonio, TX, 1974. A research bibliography for the study of Mexican Americans.

Poblano, Ralph (Rafa). *Ghosts in the Barrio.* Leswing Press, San Rafael, CA, 1973. A volume which concerns itself with the inner thoughts of Chicano educators who themselves have somehow survived a kindergarten-through-university schooling system and now see others painfully going through the same rejection process.

Quintana, Helena. *A Current Bibliography on Chicanos.* University of New Mexico General Library, Albuquerque, NM, 1974. List of current books on Chicanos which can be used by teachers who are in need of supplemental materials.

Quirarte, Jacinto. *Mexican American Artists.* University of Texas Press, Austin and London, 1973. This volume describes and defines the work of Mexican American artists, a group that has been among the victims of the selection process.

Ramirez, Manuel III, and Alfredo Castaneda. *Cultural Democracy, Bicognitive Development, and Education.* Academic Press. Two focal concepts are viewed: bicultural identity and bicognitive development. The authors attempt to show how the philosophy of cultural democracy can influence policies and practice in education so that the pluralistic character of an American is sustained.

____. *New Approaches to Bilingual Bicultural Education.* Dissemination and Assessment Center for Bilingual Education, Austin, TX. A compilation of eight teacher training modules providing a new approach to education: cultural democracy. Includes guidelines for adjusting teaching and curriculum to diverse learning styles.

Resta, Raul, and Robert L. Baker. *Components of the Educational Research Proposal.* American Book Co., Van Nostrand Reinhold Co., New York, 1973. The objective of this sequence is to put the reader in position to prepare a defensible research proposal by outlining the requirements and conditions of each of the basic components.

Reyes, Ignacio. *A Survey of the Problems Involved in the Americanization of the Mexican American.* R & E Research Associates, San Francisco, CA, 1957. The successes we have enjoyed in this area of integration are the facets of our history upon which we look with pride and often point out with arrogance.

Robinson, Cecil. *Mexicans and the Hispanic Southwest in American Literature.* Robinson has added an engrossing chapter on Chicano literature to make his outstanding book even more relevant for Chicano studies.

Salaz, Ruben Dario. *Cosmic—La Raza Sketch Book.* Blue Feather Press, Santa Fe, NM, 1975. This study is mostly concerned with mainland history, Chicano leaders, organizations, etc.

Samora, Julian. *Los Mojados: The Wetback Story.* University of Notre Dame Press, Notre Dame and London, 1971. The experience of a researcher in crossing the United States border as a "wetback" highlights the human dimensions involved and verifies the conditions and feelings of thousands in this traffic of humans.

____. *Minority Leadership in a Bi-Racial Cultural Community.* R & E Research Associates, San Francisco, CA, 1953. (Thesis, reprint 1973.) The author has an excellent understanding and grasp of the problems of minority leadership within a community.

Samuda, Ronald J. *Psychological Testing of American Minorities.* Harper & Row, New York, 1975. This book focuses on the intellectual assessment of minorities and major contributions to the field of psychological testing and evaluation. The author presents the social, educational, and economic consequences of using standardized psychological tests with minorities as well as suggestions for more equitable testing.

Saville, Muriel R., and Rudolph C. Troike. *A Handbook of Bilingual Education.* TESOL, Washington, DC, 1971. This handbook reviews some of the considerations which are of importance to teachers and administrators involved in bilingual education programs in the United States.

Seeley, Ned H. *Teaching Culture.* National Textbook Co., Skokie, IL, 1974. Presents numerous practical strategies which plunge student and teacher directly into the evaluation process.

Spolsky, Bernard. *The Language Education of Minority Children.* Newbury House Publishers, Rowley, MA. The aim of this book is to bring together some of the best writings on the language education problems of minority children and to provide insights into areas of concern to teachers, administrators, and students. The articles are divided into three sections: (1) Multilingualism in the U.S., (2) Bilingualism and Bilingual Education, and (3) Language Education in Practice.

A SELECTIVE EDUCATIONAL BIBLIOGRAPHY OF INFORMATION AND RESOURCES USEFUL IN NATIVE AMERICAN EDUCATION

(Prepared by Joe R. Gonzales, materials coordinator, Southwest Bilingual Education Training Resource Center, College of Education, University of New Mexico, Albuquerque, 87131: and Debbie Jaramillo, clerk specialist.

This is a representative Native American bilingual education bibliography rather than an exhaustive one. Certain items are included solely for their historical value, and some promising items were not included because they were not readily available. It is important to note that the inclusion of an item in the list is not necessarily a recommendation of that item or of the thesis it advances. An attempt has been made simply to report, with brief comment at best, what has been written in this field and which, to the best of the compiler's knowledge, is readily available.

RESOURCE MATERIALS

American Indian Almanac—The Authoritative Reference and Chronicle
John Upton Terrill
Thomas Y. Crowell Co.
New York, NY

This book is written for readers who are interested in gaining more knowledge about prehistoric American Indians.
$4.95

American Indian Policy in Crisis
Francis Paul Prucha
University of Oklahoma
Norman, OK

A distinguished authority in the field presents in this book an account of United States Indian policy in the years 1865-1900, one of the most critical periods in Indian-White relations.
$15.00

American Indian Policy in the Jacksonian Era
Ronald N. Satz
University of Nebraska Press
Lincoln, NB

Although the Jacksonian period has long been recognized as a watershed era in American Indian policy, it has heretofore lacked a systematic investigation of its Indian policy. Shows many of the old stereotypes about Jacksonian Indian policy to be simplistic and furnishes a much needed corrective.
$4.25

American Indians: A Study Guide and Source Book
Lynn P. Dunn
R & E Research Associates
4843 Mission Street
San Francisco, CA 94112

This book is an excellent basic text; also contains many references. Easy to understand and concise information in this sourcebook provides a sound basis on which to build an understanding of the American Indian.
$6.00

And Still the Waters Run
Angie Debo
Princeton University Press
Princeton, NJ

A tragic story of the liquidation of the independent Indian republics of the Choctaws, Chickasaws, Cherokees, Creek, and Seminoles, known as the Five Civilized Tribes. This is a work of art as well as a thoroughly sound, documented important history of a corner of a country in our time.
$2.95

Apache, Navaho and Spaniard
Jack D. Forbes
University of Oklahoma Press
Norman, OK

Fruit of extensive research in Seville, Mexico, California, and New Mexico, this book reveals a healthy commerical relationship between the Apaches and Navajos and the Pueblo Indians before the coming of the Spaniards. The arrival of the latter quickly destroyed this balance.
$2.95

Bilingualism in the Southwest
Paul R. Turner
University of Arizona Press
Tucson, AZ

This article describes two types of bilingual education programs: assimilation and pluralistic. The assimilation type promotes ethnic language shift while the pluralistic type promotes ethnic language maintenance.
$7.95

Book of the Hopi
Frank Waters
Viking Press
625 Madison Avenue
New York, NY 10022

The Hopis regard themselves as the first inhabitants of America. Their village "Oraibi" is the oldest occupied settlement in the United States. The Hopi reservation is nearly 4,000 square miles, itself completely surrounded by 25,000 square miles of wilderness of the Navajo reservation.
$3.25

Book of the Navajo
Raymond Friday Locke
Mankind Publishing Co.
Los Angeles, CA

This is not just another book about Indians nor another romantic treatment of the Navajos, of which there have been too many.
$2.85

Bury My Heart at Wounded Knee
Dee Brown
Dell Publishing Co.
New York, NY 10017

This book focuses on the long struggle of four great Indian nations that tried to resist the White invaders. Tells about how the Navajos and Apaches of the Southwest and the Cheyennes and Sioux of the Great Plains tried to preserve a way of life. A disturbing story of people who only wanted to live in peace.
$1.95

Cowboy and Indian Trader
Joseph Schmedding
University of New Mexico Press
Albuquerque, NM

Joe Schmedding wrote about his years as cowboy and Indian trader when both he and this century were young.
$3.95

Cycles of Conquest
Edward H. Spicer
University of Arizona Press
Tucson, AZ

History of the native peoples of northern Mexico and the southwestern United States. Traces the successive cycles of conquest by Spain, Mexico, and the United States.
$5.95

Handbook of American Indian Language and Indian Linguistic Families of America North of Mexico
Franz Boaz and J.W. Powell
University of Nebraska Press
Lincoln, NB

This volume contains two fundamental contributions to the study of American Indian languages. Although both bear on the problem of the exact nature of North American native language, they are of quite different intent.
$2.45

History and Present Development of Indian Schools in the United States
Solomon R. Ammon
R & E Research Associates
4843 Mission Street
San Francisco, CA 94112

A historical look at Indian schools and a resource for further study and change.
$8.00

Identification of Unique Features in Education at American Indian Schools
Jeanette P. Martin
ERIC Clearing House on Languages and Linguistics
1611 North Kent Street
Arlington, VA 22209

Indian Americans–Unity and Diversity
Murray L. Wax
Prentice-Hall
Englewood Cliffs, NJ

The problem of how people of diverse racial, religious, and national backgrounds can live together peaceably and creatively within the same national society is one of the most crucial facing mankind.
$4.95

The Indians of the Southwest (A Century of Development Under the United States)
Edward Everett Dale
University of Oklahoma Press
Norman, OK

This book gives briefly the story of a hundred years of federal relations with the Indians of the territory acquired from Mexico in 1848, to which a small addition was made in 1853.
$4.95

The Indian Trader
Frank McNitt
University of Oklahoma Press
Norman, OK

Moving far ahead of the homesteaders, Indian traders fully realized their effectiveness as an influence for the Indians' good. While an agent often had his own financial, religious, or political interests to serve, he had to become himself almost half Indian.
$8.95

I Will Fight No More Forever
Merrill D. Beal
University of Washington Press
Seattle, WA

About Chief Joseph and the Nez Perce Indians, this is one of the most comprehensive studies of the great Indian statesman and his people; an epic and tragic study in American history.
$1.95

Literature of the American Indians
Abraham Chapman

This collection, drawing on Indian memories, symbolism, and critical evaluation, adds to our understanding of both traditional and contemporary literature of and about the American Indian.
$3.95

To Live on This Earth—American Indian Education
Estelle Fuchs and Robert J. Havighurst
Anchor/Doubleday
Garden City, NY
Examined here is every facet of Native American education.
$3.95

The Man Who Killed the Deer
Frank Waters

A timeless story of a Pueblo Indian's sin and redemption and of the conflict between Indian and White laws.
$3.50

Multicultural Education and Ethnic Studies in the United States
Donna M. Gollinik, Frank H. Klassen, and Joost Yff
American Association of Colleges for Teacher Education
Washington, DC

An analysis and annotated bibliography of selected documents in ERIC.
$4.00

Native Americans—The New Indian Resistance
William Meyer
International Publishers
New York, NY

William Meyer presents a Native American account of the Indian resistance movement today, from numerous Indian wars to present-day demands for self-determination and sovereignty.
$15.00

Navajo Expedition
Frank McNitt
University of Oklahoma
Norman, OK

Lieutenant James Harvey Simpson was commissioned by the Army Corps of Topographical Engineers to survey the country inhabited by the Navajos, then a vast *terra incognita* known only in the heads of a few Mexican, French, and American traders.
$8.95

Navajos and Apaches: The Athabascan People
Bertha Dutton
Prentice-Hall
Englewood Cliffs, NJ

This book is about how two proudly independent peoples have adapted to the changes of the modern world while maintaining their traditional ways of life.
$3.25

The Navajos--A Critical Bibliography
Peter Iverson
Indiana University Press

The most significant issue in the history of the Navajos is the tribe's success in maintaining its traditional culture while adapting to the massive pressures of Euramerican society.
$3.95

The Navajos and the New Deal
Donald L. Parman
Yale University Press
New Haven, CT

The Indian Reorganization Act of 1934 proposed a total reversal of direction of government policies pursued during the previous three-quarters of a century. Because the Navajos were the most numerous surviving Indian people and occupied the largest reservation, they were used as a test case for new programs.
$17.50

The Navajo Indians and Federal Indian Policy, 1900-1935
Lawrence C. Kelly
University of Arizona Press
Tucson, AZ

Major emphasis is on the Navajo efforts to expand their inadequate land base in the face of White opposition. Other topics which the author explores in detail are the impact on the Navajos of the discovery of oil on the reservation in 1922, the struggle for reform of the Bureau of Indian Affairs between 1922 and 1933, and the reasons for the Navajo rejection of the Indian Reorganization Act.
$7.50

Navajo Roundup
Lawrence C. Kelly
Pruette Publishing Co.
Boulder, CO

This Navajo Roundup, culminating in the famous "Long Walk" to the Bosque Redondo reservation in eastern New Mexico, concluded a century and a half of intermittent warfare between the Navajos and the White Man.
$12.98

Navajo Wars
Frank McNitt
University of New Mexico Press
Albuquerque, NM

McNitt's research has led him to conclude that the Spaniards, Mexicans, and Americans who in succession colonized the Navajo territory were essentially alike in their mistreatment of the Navajos.
$15.00

The New Indians
Stan Steiner
Harper & Row, Publishers
10 East 53rd Street
New York, NY 10022

The last twenty years have seen the break-up of European civilization ushered in so hopefully and optimistically in the sixteenth century, and have also witnessed the dawn of a new era. An Indian renaissance is quite within the realm of the possible and attainable if it is not left in the hands of well-meaning Whites and romantic and unrealistic government bureaus.
$3.95

The Pueblos
Bertha Dutton
Prentice-Hall
Englewood Cliffs, NJ

This book deals with the Tewa, Zuni, Hopi, and other Pueblo groups. It tells about their culture, their ways of living and adapting to the forces of change while retaining their traditions.
$3.25

Pueblo Animals and Myths
Hamilton A. Tyler
University of Oklahoma Press
Norman, OK

Pueblo Indians of the Southwest are mainly an agricultural people; they are also interested in the animals that share their domain. The author tells many animal tales, often in the style of the Indians themselves, reflecting their concepts of the animals.
$8.95

Pueblo Gods and Myths
Hamilton A. Tyler
University of Oklahoma
Norman, OK

The Pueblo Indians, which include the Hopi, Zuni, and Keres groups and their ancestors, are closely bound to the Plateau region of the United States, comprising much of the area in Utah, Colorado, and especially in recent years New Mexico and Arizona.
$3.50

The Pueblo Indians
Joe S. Sando
Indian Historian Press
San Francisco, CA

This book is an effort to fill a certain vacuum in Pueblo history. The traditional Pueblo history should be related as the Pueblo Indians themselves know it.
$6.50

The Pueblo Indians of North American
Edward P. Dozier
Holt, Rinehart and Winston
New York, NY

This book is designed to help bring students into the richness and complexity of human life as lived in different ways and different places. Pueblo Indians of the Southwest have played a most significant role in the history of their region.
$1.75

The Rancheria, Ute, and Southern Paiute Peoples
Bertha Dutton
Prentice-Hall
Englewood Cliffs, NJ

This book tells the story of the Indian groups that comprise the Rancheria, Ute, and Southern Paiute peoples. It is the story of an Indian culture—now severely threatened by a harsh climate, governmental indifference, and social structures—that does not easily adapt to the forces of change.
$3.95

Richard Wetherill: Anasazi
Frank McNitt
University of New Mexico Press
Albuquerque, NM

Anasazi, the Navajos' name for the "Ancient Ones" who preceded them into the Southwest, is the nickname of Richard Wetherill.
$4.50

The Tewa World
Alfonso Ortiz
University of Chicago Press
Chicago, IL

A penetrating analysis of the belief systems of the Tewa as they relate to their social institutions. Employing modern structural theory, the author focuses on their ideas, mythology, world view, and ritual.
$2.45

When Navajos Had Too Many Sheep
George A. Boyce
Indian Historian Press
1451 Masonic Avenue
San Francisco, CA

Spaniards made great changes in Western Indian life, both good and bad. But Spanish sheep, goats, and horses revolutionized the Navajo "good life." Of all the indigenous folk, only the Navajos took to sheepherding as an economic cornerstone.
$6.50

BIBLIOGRAPHIES

American Indian Education: A Selected Bibliography
ERIC/CRESS
National Educational Laboratory Publications
813 Airport Boulevard
Austin, TX 78702
$7.00

Navajo Biographies, Vol. II
Navajo Curriculum Center
Star Route 1, No. 1–P.O. Box 246
Many Farms, AZ 86530
$9.00

Navajo Resources
S. Bingham
Navajo Curriculum Center
Star Route 1, No. 1– P.O. Box 246
Many Farms, AZ 86530
$1.00

Selected Bibliography on Mexican American and Native American Bilingual Education in the Southwest
Stephen Cahir, Brad Jeffries, and Rosa Montes
ERIC/CRESS
Box 3AP New Mexico State University
Las Cruces, NM 88003
$5.00

Selected Media About the American Indian for Young Children
Navajo Curriculum Center
Star Route 1, No. 1–P.O. Box 246
Many Farms, AZ 86530
$1.50

The Zunis–Self Portrayals
Robert Coles
New American Library
P. O. Box 999
Bergenfield, NJ 07621

In 1965 the Zuni tribe, using funds allocated by the Office of Economic Opportunity, made plans to record their oral literature. The major storytellers of the tribe were gathered and asked to relate on tape the legends, myths, and history of the Pueblo.
$1.50

NATIVE AMERICAN MATERIALS

Navajo Curriculum Center
Star Route 1, No. 1–P.O. Box 246
Many Farms, AZ 86530

Aeio, Johnson Dennison, $2.00

Alchini Baa Dahane', $3.00

Coyote Stories of the Navajo People, $4.00

C & Sid, M. Sawyer, $2.50

Dine' Bizaad, I. G. Mitchell, $4.00

Forked Tongues, H. Murray, $6.50

Grandfather Stories of the Navajos, Sidney M. Callaway, $4.50

Keys to Writing Navajo, F. Hill, $4.50

Little Goatherder, G. Harvey, $5.00

Navajo Alphabet Card Sets (1 each consonants and 1 each vowels)
M. Castimore, $2.75

Navajo Education at Rough Rock, $3.00

Navajo History, Vol. I, $6.00 (soft cover)

Navajo Music for Classroom Enrichment, $10.00

Navajo Reservation Map and Index, B. Holliday, $1.00

Navajo Social Studies, H. Spencer, $.50

Oral English at Rough Rock, V. Hoffman, $2.50

Saad Naashch'aa', I. Silentman, $4.00.

Super Grape and the Ape, M. Sawyer, $2.50

The Fox and the Wolf, M. T. Castimore, $2.50

To Be a Navajo, $5.00

Navajo Bilingual/Bicultural Education Program
Ramah Navajo School Board
P. O. Box 248
Ramah, NM 87321

Dine' Bibee Hazaani (The Law of the People), Vols. I-IV,
Dan Vicenti, Stephen Conn, Leonard Jimson, and Jane Kellogg, $20.00

Publications Service
Haskell Indian Junior College
Lawrence, KS 66044

Doorway Toward the Light, L. Madison Coombs, $1.80

Dormitory Life: Is It Living? $.40

Education for Action, Willard W. Beatty, $2.00

Here Come the Navajo! Ruth Underhill, $1.50

Indian Child Goes to School, L. Madison Coombs & Assoc., $1.20

Little Herder Series, Ann Clark, $2.00
1. Little Herder in Spring
2. Little Herder in Summer
3. Little Herder in Autumn
4. Little Herder in Winter

Little Man's Family, J. S. Enochs, $2.10
Preprimer (2), $ .25
Primer (2), $ .30
Reader (2), $ .50

Navajo-English Dictionary, Leon Wall and William Morgan

Navajo Historical Series, $3.30
1. The Ramah Navajos (2), $.10
2. The Trouble at Round Rock (2), $ .55
3. Navajo Historical Selections (2), $1.00

Navajo New World Readers, Cecil S. King, $ .90
1. Away to School (2), $ .15
2. The Flag of My Country (2), $ .30

The May Company
514 Central S.W.
P. O. Box 152
Albuquerque, NM 87103

Navajo Gift Songs and Round Dance (cassette) 1971, $13.96
All grades. Stock No. IHI505-C

Navajo Made Easier (hard cover), 1975, $13.90
All grades. Stock No. MAN2

Navajo Made Easier (set of 3 cassettes), 1975, $47.88
All grades. Stock No. MANC2

Navajo Round Dance (cassette), 1970, $13.96
All grades. Stock No. IHI504-C

Navajo Round Dance (record), 1970, $13.96
All grades. Stock No. IHI504-R

Navajo Skip Dance and Two-Step Songs (cassette), 1969, $13.96
All grades. Stock No. IHI503-C

Navajo Skip Dance and Two-Step Songs (record), 1969, $13.96
All grades. Stock No. IHI502-R

Navajo Sway Songs (cassette), 1968, $13.96
All grades. Stock No. IHI501-C

Navajo Sway Songs (record), 1969, $13.96
All grades. Stock No. IHI501-R

Night and Daylight Yeibichei (cassette), 1968, $13.96
All grades. Stock No. IHI502-C

Night and Daylight Yeibichei (record), 1968, $13.96
All grades. Stock No. IHI502-R

Newbery Award Records
342 Madison Avenue
New York, NY 10017

Sing Down the Moon, Scot O'Dell, $20.00

Bilingual Educational Services
1607 Hope
South Pasadena, CA 91030

A Visit to the Father (4 filmstrips with cassettes), $70.90

Primary-intermediate. This authentic translation of the great epic legend of the Navajo Indians tells about the ancient classic saga of the Gods, animals, giants, and monsters who roamed earth and the underworld before the advent of mankind.

Native American Materials Development Center
7703 North Lamar
Austin, TX 78752

Navajo and English: Grades K-12

Navajo Chapters, Sam and Janet Bingham, $3.00
Relevant information regarding Navajo government as it relates to communities on the Navajo reservation. The authors researched the history of the Navajo Chapter houses--their functions, boards, communities, and representatives--from their beginning in the 1860's to the present.

Coyote, the Millionaire (elementary), Laurie Weahkee and Sonny Weahkee, $1.00

Tse'ado'ii Haahane', $1.00

Ma'ii Olta, $1.00

Dine Bikeyah--Land Acquisition Book, $1.00
Historical data concerning the formation of the Navajo nation and subsequent land additions.

Dine Bikeyah--Resource Map, $2.00

Ha'at'issh at'e? $.50
A math workbook designed to teach the basic concepts of direction and quantity, such as "more than," "less than," "up/down," and "right/left."

Land Erosion Poster, $1.25

Ma'ii Waashindoongoo Deeya, $1.00
A reader describing the experiences of Coyote as he leaves home to go on a business trip to Washington, D.C.

Navajo Consonant Posters, $6.00
Set of 28 posters, each representing one consonant sound from the Navajo language.

Tsek'ina'asdzooi (El Morro), $.75
This book deals with the Inscription Rock at El Morro National Monument in New Mexico.

NAVAJO READING STUDY MATERIALS

Navajo Reading Study
University of New Mexico
Albuquerque, NM

Primary, intermediate, advanced, and adult levels shown on the list are explained as follows:

Primary level: A child's first experience with a book; graphics are designed to help train for correct eye movement.

Intermediate level: Texts have a story which is developed with repetition of single words, and illustrations are provided to help follow the line of the story.

Advanced level: More complex stories with longer texts to develop reading speed.

Adult level: No vocabulary control; longer texts with occasional illustrations.

Annotation in English accompanies each reader.

Nihimasani doo Nihicheii Baa Dahane'ee (15), Adult, $22.50

Saad T'aa Aanii Wojihiji (15), Adult, $45.00

Dine Naaldlooshii Dah Deileii Baa Hane' (15) Adult, $22.50

Halii' Baa Ahojiyaago (15), Adult, $25.25

Dil Ats'iistah Naalnishgi (15), Adult, $22.50

Hooghadi Adaa'ahaya (15), Adult, $18.75

Hohonaa'ei doo Nahasdzaan (15), Adult, $26.25

K'os (15), Adult, $15.00

Lii' Baahane' (1), Advanced, $1.00

Ma'ii doo Nashdoi Baa Hane' (15), Intermediate, $11.25

Naadaa' Haleehgi Baa Hane' (15), Intermediate, $7.50

Naaldlooshii Baa Hane' (15), Intermediate, $18.75

Naaltsoos Naalt's'i Adadiilniil (15), Intermediate, $15.00
Vangie Charles doo Etta doo P.J. Yazzie doo E. Tsosie

Na'ahoohaiichi'i (15), Intermediate, $18.75

Nihookaa' doo Tayi' Naaldeehii (1), Advanced, $2.00
B.A. Blackhorse Hane' Ayiilaa

Shila' (15), Intermediate, $15.00
Emma Yazzie Hane' Ayiilaa

Shima (15), Primary, $15.00
B. A. Blackhorse ei Hane' Ayiilaa

Hane' Yazhi doo Tse' alnaozt'i'i Binaaltsos, Vols. I-IX (1),
Advanced, $1.00

Tsilkei doo Ch'ikei (15), Adult, $15.00

Hastoe doo Saanii (15), Adult, $18.75

Saad Bee Ahaa Nitsahakeesigii (15), Adult, $15.00

Bilagaana Bil Keehojit'iigo (15), Adult, $22.50

Beedahaniihigii (15), Adult, $22.50

Lii' Hazlii'daa' Hane' (15), Adult, $11.25
Charlie Mitchell Bahane doo Rose Fasthorse doo Louise Benally
Hane' Hasht'e Yiilaa

Dii K'ad Anna'igii Baa Hane' (15), Adult, $33.75
Charles T. McFarlane Hane' Ayiilaa

Nahdee' 'Adahoot'iidii T'oo Ch'idaast'anigo Baa Dahane'ii (15),
Adult, $7.50

1949 Yeedaa' Dine Bideg Daadzaaz Yee Baa Hane' (15), Adult, $7.50

'Iiyisii Hanei Niliinii T'oo Bee Bik'eh Ahalneehii (15) Adult, $11.25

Adaa'ahaya (15), Intermediate, $15.00
Ray Nahkai Hane' ayiilaa doo na' azhch'aa'

Alastsii' (15), Intermediate, $15.00
Rodger Begaye have' ayiilaa

Al'aa'at'eego adaalyaa (15), Intermediate, $15.00
Paul J. Yazzie ei hane' ayiilaa doo na'azhch'aa'

Ashdla'go Shibee Akohwinidzinii (15), Intermediate, $18.75
Etta M. Yazzie hane'yayiilaa

Bahi Baahane' (15), Intermediate, $11.25
Ray C. Nahkai

Dine Bizaad Wolta'igii Bee Na'a'ne (1), Primary, $4.00 (For 20 players)
Judy Martin Bahane'

Na'ahoohaidi (1), Advanced, $ .50
Judy Harvey ei Hane' Ayiilaa

Bits'aadii Hoselii'iggi (1), Advanced, $ .50
Stella Tsinajinnie ei Hane' Ayiilaa

Hastii Ts'soi (1), Advanced, $1.00
Leroy Tsinajinnie ei Hane' Ayiilaa

AA' (15), Primary, $22.50
Stella Tsinajinnie ei Hane' Ayiilaa

Keshjee' (1) Adult, $3.50
Halne'ii' Tsistl'ahnii Mazhi

Tse Nitsaa Deez'ahi Hoolyeedi Tse Holonigii (1), Adult, $1.25
Hastoi Tse Nitsaa Deez'ahigi Keedahat'inigii Hane' adayiilaa

Chizh doo Tsin (15), Intermediate, $11.25

Daan Nahasdlii' (1), Advanced, $7.75

Dah Iistl'q Baahane' (1), Advanced, $2.50
Wilfred Sisco ei Hane' Ayiilaa

Deestsiin Choo'inigi Baahane' (15), Intermediate, $15.00
Wilfred Sisco hane' Ayiilaa

Dine T'aa Akogi At'eii (1), Advanced, $.75
Jerry Henderson Hane' ayiilaa doo na' azhch'aa

Hai Nahasdlii' (1), Advanced, $2.00

Alchini'ikliidaa' Hane'igii (15), Adult, $11.25
John C. Claw Yee Bahane'

La'T'aa Bita'igoo Hjighaa Nt'ee go Hahane' (15), Adult
Nancy Woodman Bahane'

Alk'idaa' Bisoodi Shilii' Nit'ee' (1), Advanced, $1.00
Stella Tsinajinnie ei Hane' Ayiilaa

Ashkii Ne'eshjaa' Bineesaago Baa Hane' (15), Adult, $18.75
Barnie Bitsili Bahane' doo Benny Hale Hane'

Alk'idaa' Adahoot'iidii Beehaniihigii Baa Hane' (15), Adult, $22.50
Charlie Mitchell Bahane' doo Benny Hale Hane' Hasht'e Yiilaa

Alk'idaa Dine Yee Dahinaanii Baa Hane' (15), Adult, $11.25
John Watchman Bahane' doo Gloria Todacheene

Mosilgai (1), Advanced, $ .50
Marlene Atcitty Hane' Ayiilaa

Pabii doo Masi (15), Primary, $26.25
Judy Harvey Hane' Ayiilaa

Jasper (15), Intermediate, $7.50
Irene Silentman Bahane'

Da'iida (15), Primary, $7.50
Marlene Atcitty Hane' Ayiilaa

Shileechaa'i (15), Primary, $7.50
Irene Silentman Bahane'

Chidiltsooi doo Golizhii (15), Intermediate, $15.00
Irene Silentman ei Hane' Ayiilaa

Dah Diniilghaazh (1), Advanced, $ .75
Irene Silentman Bahane'

Hastiin Ch'ahii (15), Intermediate, $18.75
Judy Harvey Bahane'

Shaa ni (15), Primary, $22.50
Judy Martin Hane' Ayiilaa

Haala Yolye? (15), Intermediate, $11.25
Judy Martin Hane' Ayiilaa

Baa' (1), Advanced, $ .50
Benny Hale ei Hane' Ayiilaa

Johnny doo Willie (1), Advanced, $ .75
Louise Benally doo Rose Fasthorse ei Hane' Ayiilaa

Tlohchiniji Dine Keedahat' iinii Baa Hane' (15), Adult, $22.50
Hastiin Biyo' Lani Yee Biye' Bahane'

Tse Nikani Hoolyeegi Hoochi' Yee Baa Hane' (15), Adult, $30.00
Naakaii Dine' e Nitl aaiggi Bahane'

Naabeeho Al'aa Dadine'ii (15), Adult, $11.25
Chic Sandoval Bahane'

Al'aa Dadine'e (15), Adult, $11.25
Scott Preston Bahane'

Alk'idaa 'Oozei 'Asdid Jini (15), Adult, $11.25
Scott Preston Bahane'

Ba'alilii Wolyee Nt ee 'Olta' Dooda Niigo Yiniipaa Naazhchxq
(15), Adult, $11.25
Kin Dah Lichii'nii Biye' Bahane'

Tedidinii (15), Adult, $11.25
Lester More Bahane'

Lii'T'aa' Yisil Wolyeii Bikee' Na'azna (15), Adult, $11.25
John Malone Bahane'

GUIDE TO TEACHER EDUCATION PROGRAMS FOR BILINGUAL/ BICULTURAL EDUCATION IN U.S. COLLEGES AND UNIVERSITIES

(Reproduced from the booklet published April 1976 by the Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721.)

ALASKA

State Department of Education
Department of Teacher Certification
Juneau, Alaska 99801
(907) 465-2800

Programs	College or University
B.A. - Bachelor of arts degree program in 8 Alaskan native languages	University of Alaska (Alaskan Native Languages) Contact: Judy Fox, Media Specialist Fairbanks, Alaska 99701

ARIZONA

State Department of Education
Department of Teacher Certification
1535 West Jefferson
Phoenix, Arizona 85007
(602) 271-4361

Programs	College or University
A.A. - Associate in arts degree or training program for bilingual paraprofessionals and aides	Mesa Community College Contact: Thomas Templeton, Chairperson Department of Cultural Science or Contact: Marilyn Seymann, Director Bilingual Teacher Aide Program 1833 West Southern Avenue Mesa, Arizona 85202 (602) 833-1261 Pima Community College Education Department Tucson, Arizona 85709 (602) 884-6666 University of Arizona Contact: Dr. Macario Saldate Bilingual Developmental Degree Program College of Education Tucson, Arizona 85721 (602) 884-1461

B.A. or B.S. - Bachelor of arts or bachelor of science degree and endorsement certificate for bilingual teachers	Mesa Community College (see above)
	Northern Arizona University Contact: Elinor C. Kyte, Adviser ESL Programs: College of Education Flagstaff, Arizona 86001 (602) 523-9011
	University of Arizona (see above)
M.A. - Master of arts degree with emphasis on English as a second language	Northern Arizona University (see above)
M.A. or M.Ed. - Master of arts or master of education degree with concentration in bilingual/bicultural education	University of Arizona (see above)
Ph.D. - Doctoral degree program in education with concentration in bilingual/bicultural education	Arizona State University College of Education Tempe, Arizona 85281 (602) 965-3306

CALIFORNIA

Department of Education
Contact: Anthony J. Salamanca
Commission for Teacher Preparation and Licensing
1020 "O" Street
Sacramento, California 95814
(916) 445-4438

Programs	College or University
A.A. - Associate in arts degree with a bilingual cross-cultural empasis	Bakersfield College Contact: Dr. Frank Wattron Bakersfield, California 93305
	Cerritos College Contact: Oliver P. Scott Norwalk, California 90650
	Chaffey College Alta Loma, California 91701

Cypress College
Contact: Richard McIntosh
Cypress, California 90630

DeAnza College
Contact: Florin L. Caldwell
Cupertino, California 95014

East Los Angeles College
Contact: Armando M. Rodríguez
5357 East Brooklyn Avenue
Los Angeles, California 90022
(213) 263-7261

Fresno City College
Contact: Franz Weinschenk
Fresno, California 93704

Gavilan College
Contact: Dr. Sylvester Heinberg
Gilroy, California 95020

LaVerne College
LaVerne, California 91750
(714) 593-3511

Modesto Junior College
Contact: Gerald Angove
Modesto, California 95350

Mount San Antonio College
Contact: Irvin Cott
Walnut, California 91789

Merced College
Contact: Dr. Noemi Colmenero
Merced, California 95340

Paiomar College
Contact: Gene Zevin
San Marcos, California 92069

Porterville College
Contact: Dr. Jack Hargis
Porterville, California 93257

San Bernardino Valley Community College
San Bernardino, California 92403

San Diego City College
Contact: Dr. José Saldivar
San Diego, California 92101
(714) 238-1181

San José City College
Contact: Otto Roemich
San José, California 95114

Southwestern College
Contact: Donald L. Singer
Chula Vista, California 92010

B.A. - Bachelor of arts degree programs and Single and Multiple Subjects Credential with a bilingual cross-cultural emphasis

California State College at Bakersfield
Contact: John Acosta
Bakersfield, California 93309

California State College at Dominguez Hills
Contact: Dr. Violet Jordain
1000 East Victoria Street
Domineguez Hills, California 90747

California State College at San Bernardino
Contact: Judith Rymer
San Bernardino, California 92407

California State College at Sonoma
Contact: Sally Hurtado
Sonoma, California 95476

California State University at Chico
Contact: Barbara M. Johnson
Department of Education
Chico, California 95929

California State University at Fullerton
Contact: Arturo Franco
Bilingual/Bicultural Education Program
800 North State College Boulevard
Fullerton, California 92634
(714) 870-3994

California State University at Hayward
Contact: Dr. Delmo Della-Dora
College of Education
Hayward, California 94542
(415) 881-3072

California State University at Long Beach
Contact: Francisco Hidalgo
School of Education
6101 East Seventh Street
Los Angeles, California 90840

California State University at Los Angeles
Contact: Charles F. Leyba
Bilingual Teacher Training Center
5151 State University Drive
Los Angeles, California 90032
(213) 224-3676

California State University at Northridge
Contact: Jorge Garcia
Northridge, California 91324

B.A. degree

California State University at San José
Contact: Bertha Pérez
Washington Square
San José, California 95192

College of Notre Dame
Department of Education
Belmont, California 94002
(415) 593-1601

East Los Angeles College
(see above)

LaVerne College
(see above)

San Diego City College
(see above)

San Diego State University
Contact: Dr. Robert Nardelli
College of Education
San Diego, California 92182
(714) 286-5193

University of San Francisco
College of Education
San Francisco, California 94117
(415) 666-6526

University of the Pacific
Contact: Dr. Augustine García
College of Education
Stockton, California 95204
(209) 946 2011

M.A. or M.Ed. - Master of arts or master of education degree program and Bilingual/Cross-Cultural Specialist Credential

California State College at Bakersfield
Contact: Dr. James D. Whitley
(see above)

California State College at Domínguez Hills
Contact: Sylvia Gonzales
(see above)

California State College at Sonoma
Contact: Andrea Neves
(see above)

California State University at Chico
(see above)

California State University at Fullerton
Contact: Jacquelin Kiraithe
(see above)

California State University at Long Beach
(see above)

California State University at Los Angeles
(see above)

California State University at Northridge
(see above)

California State University at Sacramento
Contact: Dr. Robert Segura
School of Education
6000 J Street
Sacramento, California 95819
(916) 454-6840 or 451-4409

Covell College: see University of the Pacific

San Diego State University
Contact: Audrey Littlefield
(see above)

San Francisco State University (Spanish, Chinese)
Contact: John Connelly
College of Education
San Francisco, California 94132

San Jose State University
Contact: Dr. Bertha Pérez
Elementary Education Department or
Contact: Dr. Félix Garcia, Jr.
Mexican American Graduate Studies Department
San Jose, California 95192
(408) 277-2674 (Pérez) or 277-2242 (García)

University of California at Irvine
Contact: Dr. Kenneth P. Bailey
Office of Teacher Preparation
Irvine, California 92664

University of California at Santa Barbara
Contact: Dr. Gustavo González, Director
Bilingual Education Programs
Graduate School of Education
Santa Barbara, California 93106

M.A. - Master of arts degree in linguistics with concentration in bilingual education or Black dialectology	University of the Pacific Contact: Dr. Augustine García School of Education and Covell College Stockton, California 95204 (209) 946-2011 California State University at Fresno Shaw and Cedar Avenue Fresno, California 93740 (209) 487-9011
Ed.D. - Doctoral degree with an emphasis in bilingual education	University of the Pacific (see above)

COLORADO

Department of Education
Contact: Otto G. Ruff
Teacher Education and Certification
State Office Building
201 East Colfax
Denver, Colorado 80203
(303) 892-2217

Programs	College or University
B.A. - Bachelor of arts degree program with minor in bilingual education	Adams State College Contact: Helen L. Gonzales Bilingual/Bicultural Teacher Training Program Division of Teacher Education Alamosa, Colorado 81101 Metropolitan State College Denver, Colorado 80204 Southern Colorado State College Department of Education Pueblo, Colorado 81004 University of Northern Colorado College of Education Greeley, Colorado 80639
M.A. or M.Ed. - Master of arts or master of education degree with concentration in bilingual education	University of Northern Colorado (see above)
Ph.D. or Ed.D. - Doctoral degree program in education with concentration in bilingual education	University of Northern Colorado (see above)

CONNECTICUT

State Department of Education
Contact: Kenneth A. Lester
Foreign Languages, ESOL and
Bilingual Education
Box 2219
Hartford, Connecticut 06115
(203) 566-4424

Programs	College or University
B.A. - Bachelor of arts degree in education with concentration in bilingual education; certification for bilingual classroom instruction	Central Connecticut State College Department of Education 1615 North Stanley Street New Britain, Connecticut 06050
	University of Bridgeport Teacher Corps School of Education Bridgeport, Connecticut 06602
	University of Connecticut Contact: Dr. John N. Leach Foundations and Curriculum Departments U-32 School of Education Storrs, Connecticut 06268
M.A. or M.Ed. - Master of arts or master of education degree program or sixth year in education with concentration in bilingual education	Central Connecticut State College (see above)
	University of Bridgeport (see above)
	University of Connecticut (see above)
	University of Hartford Contact: Dr. Perry A. Zirkel Coordinator Graduate Program in Bilingual/ Bicultural Education College of Education 200 Bloomfield Avenue West Hartford, Connecticut 06117

DISTRICT OF COLUMBIA

Department of Education
Contact: Harris Taylor
Federal Programs
Presidential Building
415 Twelfth Street, N.W.
Washington, D. C. 20004

Programs	College or University
B.A. - Bachelor of arts degree in education with concentration in bilingual education; certification courses M.A.T. - Master of arts in teaching with concentration in bilingual education	Trinity College Contact: Nancy S. Grayson, Coordinator Bilingual/Multicultural Education MAT Program Washington, D.C. 20017

FLORIDA

State Department of Education
Contact: Jacques Wilson
Bilingual Education
Tallahassee, Florida 32304
(904) 599-5121

Programs	College or University
M.A. - Master of arts degree in education or foreign languages with concentration in bilingual education	Biscayne College Contact: Octavio Pino Department of Education 16400 N.W. 32nd Avenue Miami, Florida 33160 (305) 625-1561, Extension 128 or 129 Florida State University Contact: Dr. Fred Jenks Department of Foreign Languages 933 West Park Avenue Tallahassee, Florida 32306 (904) 644-3044 or 644-5553
Ph.D. - Doctoral degree program in foreign languages with concentration in bilingual education	Florida State University (Greek) (see above)

IDAHO

Department of Education
Contact: Antonio Ochoa
Migrant Education
Len B. Jordan Office Building
Boise, Idaho 83720
(208) 384-2195

Programs

Courses in bilingual education

College or University

Boise State University
College of Education
Boise, Idaho 83720

University of Idaho
College of Education
Moscow, Idaho 83843

ILLINOIS

Illinois Office of Education
Contact: Susan K. Bentz
State Teacher Certification Board
100 North First Street
Springfield, Illinois 62777

Programs

A.A. - Associate in arts degree program and courses in bilingual education for paraprofessionals and teacher aides

College or University

Chicago Consortium of Colleges and Universities
Contact: Sylvia Rodriguez
25 East Jackson Boulevard
Chicago, Illinois 60604
(312) 922-3944

Credit received from:
- Chicago State College (see below)
- DePaul University (Chicago, 60604)
- Governors State University (see below)
- Loyola University (Chicago, 60611)
- Mundelein College (see below)
- Northeastern Illinois State College (Chicago, 60625)
- University of Illinois at Chicago Circle (see below)

Mundelein College (non-Consortium program)
6363 Sheridan Road
Chicago, Illinois 60626

B.A. or B.S. - Bachelor of arts or bachelor of science degree in bilingual education

Barat College
700 East Westleigh Road
Lake Forest, Illinois 60045

Blackburn College
College-University Avenue
Carlinville, Illinois 62626

Chicago State University
College of Education
95th and Martin King Drive (F319)
Chicago, Illinois 60628

Eastern Illinois University
600 Lincoln Avenue
Charleston, Illinois 61920

National College of Education
2840 Sheridan Road
Evanston, Illinois 60201

Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, Illinois 60625

Northern Illinois University
Contact: Dr. Mary Louise Seguel
College of Education
DeKalb, Illinois 60115

University of Illinois at Chicago Circle
P. O. Box 4348
Chicago, Illinois 60680

Western Illinois University
Contact: Dr. Ramon T. Mosley
900 West Adams Street
Macomb, Illinois 61455

M.A. or M.Ed. - Master of arts or master of education with concentration in bilingual education

Chicago State University
(see above)

Loyola University of Chicago
(program under development)
Contact: Dr. Barney M. Berlin
Lewis Towers
820 North Michigan Avenue
Chicago, Illinois 60611

	Northern Illinois University (see above)
	University of Illinois at Urbana-Champaign Contact: Dr. Henry Trueba College of Education 329 Education Building Urbana, Illinois 61801 (217) 333-2615, 333-8600, or 333-0227
	Western Illinois University (program under development) (see above)
Ph.D. - Doctoral degree program in bilingual education	University of Illinois at Urbana-Champaign (see above)
Bilingual or related courses other than the above degree and certification programs: bilingual/bicultural components in areas of law enforcement, health services, nursing, and business	Governors State University 300 Plaza Street Park Forest South, Illinois 60466

INDIANA

State Department of Public Instruction
Contact: Dr. Fred A. Croft
Migrant and Bilingual Education
Indianapolis, Indiana 46204
(317) 633-6610

Programs	College or University
M.A. - Master of arts degree programs in linguistics with a specialization in TESL (Teaching English as a Second Language) and in English, specialization in TEFL (Teaching English as a Foreign Language)	Ball State University Contact: Dr. Janet Ross English Department Muncie, Indiana 47306

IOWA

State Department of Education
Division of Teacher Certification
Des Moines, Iowa 50319
(515) 281-5294

Programs	College or University
B.A. or B.S. - Bachelor of arts or bachelor of science degree progran in education with concentration in bilingual education	University of Iowa Contact: Robert Leos, Assistant Director Teacher Corps Program College of Education 608 Jefferson Building Iowa City, Iowa 52242

KANSAS

State Department of Education
Contact: U. H. Bodd
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3107

Programs	College or University
M.A. - Master of arts in education with concentration in bilingual education	University of Kansas College of Education Education Building Lawrence, Kansas 66044 (913) 864-2700 Wichita State University Contact: Kenneth Nickel College of Education Wichita, Kansas 67208 (316) 689-3308

LOUISIANA

State Department of Education
Office of Teacher Certification
Baton Rouge, Louisiana 70804
(504) 389-5291

Programs	College or University
Course work for bilingual education teachers of Italian	Southeastern Louisiana University (Italian) College of Education Hammond, Louisiana 70401 (504) 549-2000
Courses leading to Second Language Specialist certification (in-service for elementary school teachers of French)	University of Southwestern Louisiana (French) Contact: Gerald L. St. Martin, Coordinator Second Language Specialist Program Department of Foreign Languages USL Box 40 Lafayette, Louisiana 70501

MAINE

State Department of Education
Contact: Edward F. Booth
Bureau of Instruction
Department of Educational and Cultural Services
Augusta, Maine 04330
(207) 289-2541

Programs	College or University
M.A. - Master of arts degree in French with courses in the teaching of French	University of Maine at Fort Kent (French) Contact: Dr. Hubert Thibodeau Professional Education Division or Professors Walter Lichtenstein and Joseph Hallee Canadian Franco-American Center Pleasant Street Fort Kent, Maine 04743 (207) 834-3162
Courses in bilingual education in French	University of Maine at Orono (French) School of Education or Department of French Orono, Maine 04473

MARYLAND

Maryland State Department of Education
Contact: Ann A. Beusch
Foreign Languages, ESOL and Bilingual Education
P. O. Box 8717, BWI Airport
Baltimore, Maryland 21240

Programs	College or University
B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration in bilingual education M.A. or M.Ed. - Master of arts or master of education degree with concentration in bilingual education or in TESOL (Teaching English to Speakers of Other Languages) Ph.D. or Ed.D - Doctoral degree program in education with concentration in bilingual education	University of Maryland Contact: Dr. Janet Baird Department of Secondary Education College of Education College Park, Maryland 29741

MASSACHUSETTS

The Commonwealth of Massachusetts
Department of Education
Contact: Ildeberto L. Pereira
Bureau of Transitional Bilingual Education
Division of Curriculum and Instruction
182 Tremont Street
Boston, Massachusetts 02111
(617) 727-5700

Programs	College or University
Training program for bilingual paraprofessionals	Boston University Contact: Gaddiel Morales, Director Teacher Corps 775 Commonwealth Avenue Boston, Massachusetts 02215
B.A. - Bachelor of arts degree in bilingual education	Anna Maria College Contact: Ramiro N. Ramirez, Chairperson Department of Modern Languages Paxton, Massachusetts 01612 Boston University Contact: Dr. María Estela Brisk, Director Bilingual Education Program Department of Reading and Language School of Education 775 Commonwealth Avenue Boston, Massachusetts 02215 University of Massachusetts at Amherst Contact: Dr. Silvia Viera, Director Bilingual/Bicultural Education Professions Program School of Education Amherst, Massachusetts 01002
B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration or certification in bilingual education	Atlantic Union College Contact: Lourdes M. Gudmundsson, Chairperson Modern Language Department South Lancaster, Massachusetts 01561 Boston College (proposed) Chestnut Hill, Massachusetts 02167

Boston State College
Contact: Dr. Richard W. Newman,
Chairperson
Foreign Language Department
625 Huntington Avenue
Boston, Massachusetts 02115

College of Our Lady of the Elms
Department of Education
Chicopee, Massachusetts 01020

Emmanuel College
Contact: Sister Margaret Pauline Young,
Chairperson
Spanish Department
400 The Fenway
Boston, Massachusetts 02115

Lesley College
Contact: Peter von Mertens, Assistant Dean
Director of Continuing Education
Graduate School of Education
29 Everett Street
Cambridge, Massachusetts 02138
(617) 868-9600

Hellenic College
Brookline, Massachusetts 02146

Lowell University
Lowell, Massachusetts 01854

Regis College
Weston, Massachusetts 02193

Southeastern Massachusetts University
Contact: Mary Vermette
North Dartmouth, Massachusetts 02747

University of Massachusetts at Amherst
(see above)

University of Massachusetts at Boston
Dorchester, Massachusetts 02116

Westfield State College
Westfield, Massachusetts 01085

Worcester State College
Worcester, Massachusetts 01602

M.A., M.S. or Ed.M. - Master of arts or science in education, or master of education degree programs with concentration in bilingual education	Boston State College (see above) Boston University Contact: Dr. Maria Estela Brisk (see above) Boston University Contact: Dr. Robert Saitz English Department Bay State Road Boston, Massachusetts 02215 Lesley College (see above) Southeastern Massachusetts University (see above)
Ed.D. - Doctoral degree program with concentration in bilingual education	Boston University Contact: Dr. Maria Estela Brisk (see above)
Professional certification program for bilingual classroom instruction	Harvard University School of Education Cambridge, Massachusetts 02138 Hellenic College Department of Education Brookline, Massachusetts 02146 Springfield Technical Community College Department of Education Springfield, Massachusetts 01103
Bilingual courses and/or programs for bilingual persons	Bristol Community College (Portuguese) The Ibero-American Center 777 Elsbree Street Building D - Second Floor Fall River, Massachusetts 02720 Springfield Technical Community College (see above)

MICHIGAN

State Department of Education
Contact: Barbara Ort
Foreign Language Education
Lansing, Michigan 48902
(517) 373-3317

Programs	College or University
A.A. - Associate in arts degree program for bilingual para-professionals	Mercy College of Detroit Institute of Bicultural Bilingual Services 8200 West Outer Drive Detroit, Michigan 48219 (313) 531-7820
B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration or endorsement in bilingual education	Eastern Michigan University College of Education Ypsilanti, Michigan 48197 (313) 487-1849
	Mercy College of Detroit (see above)
M.A. - Master of arts in education with concentration or endorsement in bilingual education	Mercy College of Detroit (see above)
	Michigan State University College of Education East Lansing, Michigan 48823 (517) 355-1855
TESL program (Teaching English as a Second Language)	University of Michigan Department of English Ann Arbor, Michigan 48104
College credit workshops in bilingual education (summer)	Mercy College of Detroit (see above)
Spanish courses for bilingual students	Central Michigan University Spanish Department Mount Pleasant, Michigan 48859

MISSISSIPPI

State Department of Education
Contact: John Ethridge
Information and Advisory Office
Jackson, Mississippi 39205
(601) 354-6938

Programs	College or University
B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration in bilingual education (Choctaw)	Mississippi State University (Choctaw) College of Education State College, Mississippi 39762 (601) 325-3121

NEVADA

State Department of Education
Contact: Division of Teacher Certification
Carson City, Nevada 89710
(702) 885-5700

Programs	College or University
Courses in multicultural education, the teaching of Mexican American literature and culture, and related areas	University of Nevada Contact: Dr. Robert A. Gilman Department of Secondary Education College of Education Reno, Nevada 89507 (702) 784-4961

NEW JERSEY

State Department of Education
Contact: Office of Special Programs
Department of Higher Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-8770

Programs	College or University
B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration in bilingual education	Georgian Court College Contact: Rose Ortiz de López Department of Bilingual Education 521 Princeton Avenue Lakewood, New Jersey 08701 (201) 363-5848 Kean College Contact: Gladys Braga or Georgianna Lynn Department of Bilingual Education Union, New Jersey 07083 (201) 527-2000
Ed.M. - Master of education or master of language education degree with concentrations in bilingual education, English as a second language, foreign language education, linguistics, or inter-cultural education, and certificate endorsement	Kean College (see above) Montclair State College Contact: Dr. Ercell Watson Department of Education Upper Montclair, New Jersey 07043 (201) 893-4000

	Rutgers - The State University of New Jersey Contact: Dr. E.C. Condon, Director Intercultural Relations and Ethnic Studies Institute Graduate School of Education New Brunswick, New Jersey 08903 (201) 932-7588 or 247-3485
Ed.D. - Doctoral program in education or language education with concentrations in bilingual education, intercultural education, English as a second language, linguistics, or foreign language, education	Rutgers - The State University of New Jersey (see above)
	Seton Hall University (in cooperation with New York University) (Chinese, Japanese) Contact: Dr. John Tsu, Director Chinese/Japanese/English Bilingual Institute South Orange, New Jersey 07079 (201) 762-9000, Extension 505
B.A. or M.A. - Bachelor of arts or master of arts degree in TESL (Teaching English as a Second Language)	College of Saint Elizabeth Convent Station, New Jersey 07961
	Fairleigh Dickinson University Contact: Dr. Lillian Gaffney Teaneck, New Jersey 07666 or Filomena Del Olmo Madison, New Jersey 07940
Undergraduate and graduate courses taught in Spanish and English (bilingual)	Montclair State College (see above)

NEW MEXICO

State Department of Education
Contact: Henry Pascual
Bilingual Education Office
Santa Fe, New Mexico 87501
(505) 827-2429

Programs	College or University
A.A. - Associate in arts; bilingual secretarial program and supplementary program for paraprofessional educators	New Mexico Highlands University Contact: Dr. Alice Sandoval (Title IV) or Ronald Maestas (Business and Economics) Las Vegas, New Mexico 87701 (505) 425-7511

B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration in bilingual education	New Mexico Highlands University Contact: Dr. John M. Pacheco, Assistant Professor College of Education (see above)
	New Mexico State University Contact: Dr. Atilano A. Valencia Department of Elementary and Secondary Education College of Education Box 3-AC Las Cruces, New Mexico 88001 (505) 646-4820 or 646-1229
	University of Albuquerque Contact: Miguel Encinias College of Education Albuquerque, New Mexico 87120 (505) 831-1111
	University of New Mexico Contact: Dr. Willie Sánchez College of Education Albuquerque, New Mexico 87106 (505) 277-2231
M.A. or M.S. - Master of arts or master of science degree in education with concentration in bilingual education	New Mexico Highlands University Contact: Dr. John M. Pacheco or Elias R. Bernal (see above)
	New Mexico State University (see above)
	University of Albuquerque (see above)
	University of New Mexico (see above)
Certification of teachers for bilingual classroom instruction	New Mexico Highlands University (see above)
	New Mexico State University (see above)
	University of Albquerque (see above)
	University of New Mexico (see above)

Courses taught bilingually in English and Spanish	New Mexico Highlands University (see above) Departments of: Behavioral Sciences Chicano Studies Education Administration Program English, Speech and Drama History Library Sciences Modern Foreign Languages

NEW YORK

State Education Department
Contact: Dr. Maria Ramirez
Bilingual Education Unit
Albany, New York 12224
(518) 474-5927

Programs	College or University
A.A. - Associate in arts degree program or training program for bilingual paraprofessional educators	Fordham University at Lincoln Center (Spanish, Italian) Contact: Dr. Richard E. Baecher Division of Curriculum and Teaching School of Education New York, New York 10023 (212) 956-6628 Kingsborough Community College Contact: Benjamin Pacheco, Director Institute of Bilingual Studies 2001 Oriental Boulevard, Manhattan Beach Brooklyn, New York 11235 Mercy College School of Education Westchester County Dobbs Ferry, New York 10522 (914) 693-4500
B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with specialization and certification in bilingual education	The City College, CUNY Contact: Medardo Gutiérrez, Head Bilingual Education Program School of Education New York, New York 10031 (212) 690-8297 Fordham University at Lincoln Center (see above)

Hofstra University
Contact: Dr. Isabel Cid Sirgado
School of Education
Calkins Hall, Room 317
1000 Fulton Street
Hempstead, New York 11550
(516) 560-3868

Mercy College
(see above)

Long Island University (Chinese, French, Italian, Spanish)
Contact: Dr. Gladys Wolff
Department of Languages and Literature
Zeckendorf Campus - Brooklyn Center
Brooklyn, New York 11201
(212) 834-6192

State University of New York at Albany
(in cooperation with Beacon School District)
Contact: Dr. Carmen A. Pérez or Gilbert Sanchez
Bilingual Bicultural Teacher Preparation Program
1400 Washington Avenue
Albany, New York 12222
(518) 457-7539

State University of New York College at Cortland
Program in English Sociolinguistics
Cortland, New York 13045

York College, CUNY
Department of Teacher Preparation
150-14 Jamaica Avenue
Jamaica, New York 11432

M.A. or M.S. - Master of arts or master of science degree in education with concentration and certification in bilingual education

The City College, CUNY
(see above)

Fordham University at Lincoln Center
(see above)

Hofstra University
(see above)

	Hunter College, CUNY Contact: Dr. José A. Vásquez, Coordinator Bilingual Education and ESL Programs Division of Programs in Education Hunter Midtown - Room 710 560 Lexington Avenue at 50th Street New York, New York 10021 (212) 360-5561, 360-5562
	Long Island University (see above)
	Mercy College (see above)
	State University of New York at Albany (see above)
	State University of New York College at Cortland (see above)
Ph.D. or Ed.D. - Doctoral degree program with concentration in bilingual education	New York University (Spanish and French) (in cooperation with Seton Hall University New Jersey) Contact: Dr. Pedro Algarín Division of Foreign Languages and Bilingual Education School of Education East Building, Room 735 Washington Square New York, New York 10003 (212) 598-2776
	State University of New York at Albany Contact: Dr. Carmen A. Pérez School of Education (see above)
Professional diploma programs (beyond the M.A. or M.S. degree)	Fordham University at Lincoln Center Department of Curriculum and Teaching (see above)
	Hunter College (see above)
TESL program (Teaching English as a Second Language)	State University of New York College at Brockport Department of English Brockport, New York 14420
	Hunter College, CUNY (see above)

Long Island University
(see above)

Rockland Community College
Foreign Language Department
145 College Road
Suffern, New York 10901

State University of New York - College at Purchase
Department of English
P. O. Box 337
Purchase, New York 10577

Staten Island Community College
English Department
715 Ocean Terrace
Staten Island, New York 10301

Teachers College, Columbia University
Language and Education Program
Room 319, Main Hall
New York, New York 10027

Courses in bilingual education (credit; nondegree)

Bank Street College of Education
The Language Lab - Bilingual Skills Center
501 Madison Avenue
Seventh Floor
New York, New York 10022
(212) 838-6631

State University of New York at Oswego
Contact: Carol F. Justus, Director
Advisement and Registration
1976 Summer Linguistic Institute
(315) 341-2148

Courses taught bilingually

The City College, CUNY
Contact: Dr. Frederico Aquino-Bermúdez, Chairperson
Department of Puerto Rican Studies
(see above)

State University of New York College at Brockport
(see above)

OREGON

State of Oregon Department of Education
Contact: Elton D. Minkler
Migrant Education
942 Lancaster Drive Northeast
Salem, Oregon 97310
(503) 378-3606

Programs	College or University
Career ladder programs for all migrant education paraprofessionals	Migrant Education Service Center Contact: Francisco Loera, Supervisor 3000 Market Street Northeast Suite 316 Salem, Oregon 97301
B.A. - Bachelor of arts degree in education with concentration in bilingual education	Eastern Oregon State College Contact: Dr. Felipe Veloz, Director Bilingual Education Program La Grande, Oregon 97850

PENNSYLVANIA

Commonwealth of Pennsylvania Department of Education
Contact: William L. Charlesworth
Bureau of Teacher Certification
Box 911
Harrisburg, Pennsylvania 17126

Programs	College or University
B.A. or B.S. - Bachelor of arts or bachelor of science degree in education with concentration in bilingual education	Gannon College (program under development) Contact: Dr. Paul W. Peterson Erie, Pennsylvania 16501
	West Chester State College Contact: Dr. Philip D. Smith West Chester, Pennsylvania 19380
M.A. or M.S. - Master of arts or master of science degree in education with concentration in bilingual education	Immaculata College Center for the Teaching of the Americas Immaculata, Pennsylvania 19345
	West Chester State College (see above)

Ph.D. - Doctoral degree program with concentration in bilingual education	The Pennsylvania State University Computer-Assisted Instruction Laboratory Contact: Dr. Lester S. Golub Bilingual Bicultural Teacher Training Program 201 Chambers Building University Park, Pennsylvania 16802 (814) 865-0471
Bilingual certification/endorsement	Cheyney State College School of Teacher Education Cheyney, Pennsylvania 19319
	Immaculata College (program to begin September 1976) (see above)
M.A. - Master of arts degree program or courses in TESOL (Teaching English to Speakers of Other Languages)	Kutztown State College Contact: Dr. Welsh Kutztown, Pennsylvania 19530
	Temple University Contact: Guy Lemaitre 20 Mitten Hall Philadelphia, Pennsylvania 19122

RHODE ISLAND

State of Rhode Island
Department of Education
Contact: Edward T. Costa
Bureau of Grants and Regulations
Hayes Street
Providence, Rhode Island 02908
(401) 277-2841

Programs	College or University
M.A. or M.S. - Master of arts or master of science degree in education with concentration in bilingual education	Rhode Island College (Portuguese, Spanish) Contact: Dr. James D. Turley School of Education Providence, Rhode Island 02908 (401) 831-6600
Certification for bilingual classroom instruction	Brown University (Portuguese, Spanish) Contact: Nelson H. Vieira, Director Brown Bilingual Institute - Box E Department of Portuguese Providence, Rhode Island 02912 (401) 863-1000

Providence College
Contact: Gilbert R. Cavaco, Director
Latin American Studies
Providence, Rhode Island 02918

Rhode Island College
(see above)

TEXAS

Texas Education Agency
Contact: Dr. Arturo L. Gutiérrez
Division of Bilingual Education
201 East Eleventh Street
Austin, Texas 78701
(512) 475-3651

Programs	College or University
Training program for bilingual paraprofessional educators	St. Edward's University Contact: Dr. Sister Marie André Welsh Center for Teaching and Learning 3101 South Congress Austin, Texas 78704 (512) 444-2621
	Texas A and I University in Kingsville Contact: María Barrera Bilingual Assistant Training Program Campus Box 143 Kingsville, Texas 78363 (512) 595-3106
B.A. or B.S. - Bachelor of arts or bachelor of science degree programs with concentration in bilingual education and certification endorsement	East Texas State University (elementary certification) Contact: Dr. William J. Harvey Bilingual Studies Department of Literature and Languages Commerce, Texas 75428 (214) 468-2696
	Our Lady of the Lake College (elementary certification) Contact: Yolanda Molina School of Education 411 S.W. 24th Street San Antonio, Texas 78285 (512) 434-6711

Pan American University (elementary certification)
Contact: Dr. George A. González
College of Education
1201 West University Drive
Edinburg, Texas 78539
(512) 381-2671 or 381-2672

St. Edward's University (elementary certification)
(Concentration in cross-cultural studies also available)
(see above)

Southwest Texas State University (elementary certification)
Contact: Carlos G. Rodríguez, Director
Bilingual Education
College of Education
San Marcos, Texas 78666
(512) 245-2369

Southwestern University (elementary and secondary certification)
Contact: Dr. Francisco Betancourt
Bilingual Education Program
School of Education
Box 399
Georgetown, Texas 78626

Texas A and I University in Corpus Christi (elementary certification)
Contact: Albert Treviño
Bilingual Education Program
School of Education
P.O. Box 6010
Corpus Christi, Texas 78411

Texas A and I University in Kingsville (elementary certification)
(see above)

Texas A and I University Center in Laredo (elementary certification)
Contact: Dr. Alfredo Supervielle
Bilingual Education Program
P.O. Box 537
Laredo, Texas 78040

Texas Women's University (elementary education and/or reading certification)
Contact: Dr. Alicia Travelle
Bilingual Education Program
Box 23029 - TWU Station
Denton, Texas 76204
(817) 387-0412

University of Houston (elementary certification)
Contact: Dell Felder
Bilingual Teacher Preparation Program
Department of Curriculum and Instruction
3801 Cullen Boulevard
Houston, Texas 77004

University of Houston at Clear Lake City (elementary and secondary certification)
Contact: Dr. Josephine Sobrino, Director
School of Professional Studies
2700 Bay Area Boulevard
Houston, Texas 77058
(713) 488-6840

University of St. Thomas (elementary certification)
Contact: Dr. Andrea Bermúdez
School of Education
3812 Montrose Boulevard
Houston, Texas 77006

University of Texas at Austin (elementary certification)
Contact: Dr. George M. Blanco, Director
Office of Bilingual Education
Education Building 562
Austin, Texas 78712
(512) 471-3919

University of Texas at El Paso (elementary certification)
Contact: Dr. Marie E. Barker, Director
Bilingual Education Training Opportunities Program (BETO)
College of Education
El Paso, Texas 79968
(915) 747-5597

M.A. or M.S. - Master of arts or master of science degree programs with concentration in bilingual education

Pan American University (elementary certification)
(see above)

Texas A and I University in Kingsville
(elementary certification)
(see above)

Texas Woman's University
(see above)

University of Houston at Clear Lake City
(elementary or secondary certification)
(see above)

University of Texas at Austin (graduate programs in Departments of Curriculum and Instruction and Foreign Language Education)
(see above)

University of Texas at El Paso
(see above)

University of Texas at San Antonio
(elementary or secondary certification)
Contact: Dr. Albar A. Peña
Division of Bicultural/Bilingual Studies
San Antonio, Texas 78285
(512) 691-4426 or 691-4427

Ph.D. - Doctoral degree programs with concentration in bilingual education

Texas A and I University in Kingsville
Contact: Dr. Mario Benítez, Director
Fellowship Program in Bilingual Education
College of Education
Kingsville, Texas 78363
(512) 595-3106

University of Houston
Contact: Dr. Max Castillo, Director
Doctoral Bilingual Fellowship Program
College of Education CNI-SH 442
Houston, Texas 77004
(713) 749-3611

University of Texas at Austin
(see above)

Courses in bilingual education

Angelo State University
Contact: Dr. Arnoldo de León
2601 West Avenue N
San Angelo, Texas 76901

	Hardin Simmons University Contact: Dr. Don Whitmore Box E Abilene, Texas 79601
	Houston Baptist University Contact: Dr. Simón Orta 7502 Fondren Road Houston, Texas 77056
	McMurry College Contact: Dr. Janice Glascock Box 92 - McMurry Station Abilene, Texas 79605
	North Texas State University Contract: Dr. B.E. Martin P.O. Box 13801 Denton, Texas 76203
	Texas Wesleyan College Contact: Dr. Lyle Williams Fort Worth, Texas 76105
	Sam Houston State University Contact: Dr. Alberto Sandoval Huntsville, Texas 77340
	Trinity University Contact: Dr. John Donahue 715 Stadium Drive San Antonio, Texas 78212
Courses taught bilingually in subject areas of folklore, children's literature, and teacher aide seminars	St. Edward's University (see above)

UTAH

Utah State Board of Education
Contact: Elliott C. Howe
Title I, ESEA Bilingual Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111
(801) 328-5061

Programs	College or University
Bilingual teacher preparation program	University of Utah College of Education Salt Lake City, Utah 84112

Brigham Young University
College of Education
Provo, Utah 84601

VERMONT

State Department of Education
Contact: Dr. Leon H. Bruno
Federal Programs
Montpelier, Vermont 05602
(802) 828-3121

Programs	College or University
M.A.T. - Master of arts in teaching degree program in bilingual bicultural education	School for International Training Contact: Dr. Alvino E. Fantini, Director Department of Language Education Brattleboro, Vermont 05301 (802) 257-7751

WASHINGTON

State Department of Public Instruction
Contact: James O. Click, Migrant Education or
Keith Crosbie, Foreign Language Programs
Division of Curriculum and Instruction
Old Capitol Building
Olympia, Washington 98504
(206) 753-6745

Programs	College or University
M.A. - Master of arts degree in education with concentration in bilingual education	University of Washington Bilingual Education Fellowship Program College of Education Seattle, Washington 98105 (206) 543-2100
Ed.D. - Doctoral degree program in education with concentration in bilingual education	University of Washington (see above)

WISCONSIN

State of Wisconsin Department of
Public Instruction
Contact: Lond Rodman
Bureau for Teacher Education and
Certification
Division for Instructional Services
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-1771

Programs	College or University
Training program for bilingual paraprofessionals	Alverno College 3401 South 39th Street Milwaukee, Wisconsin 53215
B.A. - Bachelor of arts degree and certification (early childhood, elementary, pre- and early adolescent, and high school) in bilingual/bicultural education	University of Wisconsin - Milwaukee Contact: Dr. Diana Bartley, Advisor Bilingual/Bicultural Education and English as a Second language Department of Curriculum and Instruction Milwaukee, Wisconsin 53201 (414) 963-5385
B.A. - Bachelor of arts degree in ethnic studies	University of Wisconsin - Milwaukee Contact: Raymond J. Kau Spanish-Speaking Outreach Institute College of Letters and Science Sandburg Hall W 1020A 805 South Fifth Street Milwaukee, Wisconsin 53201 (414) 963-5277 or 672-4242
M.A. - Master of arts degree and certification (see above) in education with concentrations in bilingual education or English as a second language	University of Wisconsin - Milwaukee (see above)
Ed.D. - Doctoral degree program in education with concentrations in bilingual education or English as a second language	University of Wisconsin - Milwaukee (see above)

The successful implementation of bilingual multicultural education programs depends, at least in part, on the availability of information on legislation, funding, teacher education, and program evaluation. This title in NEA's *Reference & Resource* series contains current descriptions and listings of resources essential to the functioning of any bilingual education program.

The contents include an analysis of P.L. 93-380, with a discussion of its implications for bilingual and Indian education, information on state programs, directories of resource and assistance centers, a guide to teacher education programs, and a bibliography.

Prepared to meet current needs in the field of bilingual/multicultural education, this guide is an invaluable addition to the educator's bookshelf.

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